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ABSTRACT

This volume reports the results of an extensive study of state teacher policies and programs. It is based on the idea that the extraordinary level of state activity in recent years, if coupled with the interests and aspirations of teachers themselves, can be the foundation for a renewal of the teaching profession. Section 1 describes innovative state programs for recruiting, recognizing, rewarding and renewing educators. These selected programs illustrate one or more of the following characteristics: (1) cooperative planning; (2) research-based strategies; (3) adequate or innovative financing; (4) evidence of change in classrooms; and (5) revisions based on feedback from implementers. Section 2 charts a comprehensive survey of teacher policies in the 50 states and the District of Columbia. The charts are organized into three broad chronological areas: preservice, induction, and inservice. (JD)

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TEACHING IN AMERICA: THE POSSIBLE RENAISSANCE

EDUCATION COMMISSION OF THE STATES

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NEW DIRECTIONS FOR STATE TEACHER POLICIES

No. TR-85-1

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

Prepared by Judith L. Bray, Patricia Flakus-Mosqueda,
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December 1985

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Thanks very much to all of you.

Judith L. Bray
Patricia Flakus-Mosqueda

FOREWORD

State and local policy makers have done much to improve teaching in America. This volume describes the work of the eighties in what I have called the new four R's of teaching: recruitment, recognition, reward and renewal of teachers.

But now it is time to start asking how well we are doing. It is in everyone's interest to support teaching as an attractive and effective profession. And in doing that, I think that we have to turn to the teachers themselves. For all that we have done in the states, we haven't often included teachers directly in our efforts to improve professional standards. They are probably the great untapped source of energy for improving the schools and the profession itself. In the coming months, I intend to talk with teachers in my state about these issues.

This report is the first step in a program at the Education Commission of the States called "Teaching in America: The Possible Renaissance." It is based on the idea that the extraordinary level of state activity in recent years, if coupled with the interests and aspirations of teachers themselves, can be the foundation for a renewal of this profession. No one can say that the job is finished, but the opportunities now are very great.

I hope that state policy leaders will use this material to contact one another and freely share good ideas. I hope also that we will all begin to think about what we should do next to support and encourage teachers as professionals.

Thomas H. Kean
Governor of New Jersey
1985-86 Chairman, Education Commission of the States

INTRODUCTION

Creative programs designed to improve working conditions and career opportunities for teachers are in place in all of the fifty states. New programs are being planned, existing plans are being tested, and fully implemented programs are being evaluated and revised. But there is a persistent question. Do these programs really produce constructive change in classrooms and improved student performance?

Recent research efforts have identified some programs that really work. One body of research, aimed at finding strategies that teachers and schools can use to change and improve, tells us that efforts by teachers alone are not as successful as cooperative efforts. Teachers, principals, students and parents need to share goals, support each other and cooperate in a unified set of activities. Further, this research reveals that change is not an isolated event, but an ongoing process. Programs must be continually examined, evaluated, and revised.

A second body of research is focused on "effective schools" and "effective teaching." "Effective schools" research has identified some of the common characteristics of successful schools: safe and orderly environments, clear school missions, instructional leadership by the principal, high expectations for students and staff, opportunities to learn and time on task, frequent monitoring of student progress and good home-school relations. "Effective teaching" studies show that teachers should exhibit high expectations and initiative, participate actively in defining the work environment, manage their classrooms well, respect the integrity of students, and know their subject matter. Obviously, it is difficult to separate effective schools from effective teaching.

With these research findings in mind, what can be said about the current and evolving teacher policies in the states? We need to determine which policies and programs actually help teachers put into practice the tenets of effective schools and effective teaching. Are there gaps between what is expected of individual teachers and what works best in schools and classrooms? The more promising policies and programs seem to be those that deal with teachers within the classroom and school. For example, "school improvement" policies — often designed to implement "effective schools" and "effective teaching" research — promote and enable programs that nearly always have built-in mechanisms for collaborative planning and implementation.

Regardless of how they are labeled, potentially valuable approaches to school and teacher improvement are likely to incorporate one or more of the following elements:

- Concentrating decision-making authority closer to the classroom
- Upgrading the management skills of administrators and teachers
- Moving away from regulatory approaches
- Creating conditions that encourage districts and schools to resolve their own improvement problems

The teacher renaissance initiative began with an extensive study of state teacher policies and programs. This volume reports the results of that study in two sections.

Section I describes innovative state programs for recruiting, recognizing, rewarding and renewing educators. These selected programs illustrate one or more of the following characteristics:

- Cooperative planning
- Research-based strategies
- Adequate or innovative financing
- Evidence of change in classrooms
- Revisions based on feedback from implementers

Section II charts a comprehensive survey of teacher policies in the fifty states and the District of Columbia. The charts are organized into three broad chronological areas: preservice, induction and inservice.

- Preservice refers to the initial training for most prospective teachers -- undergraduate college coursework and student teaching.
- Induction is the transition from college to a teaching assignment, and includes nontraditional routes into teaching.
- Inservice covers salaries, career structures and requirements, evaluations and improvement policies for established teachers.

The findings of the two studies clearly show a great deal of activity in the states. Taken together, these policies and programs seem comprehensive. Undoubtedly, new and different strategies remain to be discovered and explored, hundreds of variations on the theme have not been tried, and existing approaches have yet to be combined in creative, productive ways.

Section I

Four R's for Better Teachers

Recruitment
Recognition
Reward
Renewal

SECTION I
FOUR R's FOR BETTER TEACHERS: RECRUITMENT, RECOGNITION, REWARD AND RENEWAL

This section describes selected teacher programs from each of the 50 states and the District of Columbia. The selection process involved review of written materials generated in each state and telephone contacts with policy makers, education officials, and program implementers. Wherever possible, program descriptions were reviewed for accuracy by contact persons close to the activity in each state.

These programs illustrate changes in state policy toward teachers. Additional criteria for selecting programs for inclusion varied depending on the status of the policy or program.

- Programs at the planning stage were included because of their tie to assessed needs, the cooperative nature of the planning process, or the close link between the plans and research on effective schooling or teaching.
- Some programs were included because of innovative funding, the identification of new sources to finance programs, or evidence that the plans were backed with a solid research base.
- Programs in the implementation stage were included if resources and support were beginning to reach educators in the field, or mandates to create better working conditions for teachers were having beneficial effects in classrooms.
- Revised programs were included because review, evaluation and revision -- all based on feedback from implementers -- are indicators of successful programs.

Recruitment

RECRUITMENT

The states began to develop new teacher recruitment programs for two major reasons. Current and anticipated shortages demanded immediate efforts to hire more teachers. The National Center for Education Statistics reports a shortfall of 12,000 new teachers for 1985-86. Projections indicate an annual need of almost 200,000 new teachers each year.

But numbers don't tell the whole story — state officials are also under pressure to hire better teachers.

Recent opinion surveys shed some light on what teachers think about entry into the profession. For example:

- Only 37% of teachers polled felt that teaching allowed them to earn a decent living. (Harris 1984).
- Fewer than half believed that training and preparation of prospective teachers today does a good job of preparing them for the classroom. (Id.)
- 90% of teachers favored requiring new graduates to serve an apprenticeship before certification. (Id.)
- Although 96% believed that school administrators should establish a formal system of help and support for new teachers, only 15% reported this type of system exists. (Koppich 1985).
- 94% saw positive effects in special incentives to encourage outstanding students to go into teaching.

Many states are taking action to recruit and train more qualified teacher candidates. This section describes programs designed to provide better preservice training of teachers, entry-level support systems, increases in entry-level salaries, and recruitment programs to attract higher-achieving candidates to teaching careers.

Preservice Standards

Connecticut

The Connecticut State Board of Education is implementing revised standards for approval of teacher preparation programs, with a major emphasis on cooperation with elementary and secondary schools. Compliance dates for the various components of the new standards differ according to extent of change and revenues required for complete implementation, but all of the standards will be in effect by December, 1985.

An unusual aspect of the new standards is the requirement that teacher preparation programs establish symbiotic relationships with public schools. One example of this type of relationship already in existence is a consortium of Wesleyan University, St. Joseph College, and the Rocky Hill School District. All of the program coordinators within the consortium expressed enthusiasm for the benefits of the program to their individual schools. It gives St. Joseph and Wesleyan access to courses not offered in their programs, and provides a "laboratory" school for students to practice their teaching. Rocky Hill receives the services of highly qualified student teachers, and the use of St. Joseph and Wesleyan staff as consultants.

Marjorie Rosenbaum of Wesleyan University believes that, as the consortium enters its fifth year, the effort has taught them a great deal, and the relatively small size of the schools has allowed them to make periodic adjustments more easily. Rocky Hill Superintendent William Goldstein notes that some of his staff have been given the opportunity to teach classes at both St. Joseph and Wesleyan, and feels that direct contact with the higher education programs has had a positive psychological and academic effect on staff members. For more information, contact Frank Salamon at St. Joseph's College, (203) 232-4571; William Goldstein at Rocky Hill School District, (203) 529-7796; or Marjorie Rosenbaum at Wesleyan University, (203) 347-9411.

(Most of the contacts for the programs in this paper were state education agency personnel; however, when it was a local program the names given were people directly associated with the program.)

See also SECTION II, "Entrance Requirements for Teacher Training" and "Required Preservice Experiences."

Teacher Internship

Kansas

Development of the Kansas internship plan began in late 1981 on the initiative of the state board of education. The legislature endorsed the concept and requested the board to draw up a final plan, which was published in April 1985. Funds for first-year implementation have now been appropriated, and the internship plan is under way.

The plan calls for a committee of professional educators (including senior teachers and a certified administrator) to assist, support, and assess all first-year teachers. Local districts select the committees and senior teachers are appointed from a list of teachers recommended by their colleagues. A statewide standardized assessment instrument is used to evaluate teaching performance during the internship year. Additionally, committee members are trained in both the assistance and assessment components of the plan and will receive instruction in observation and conferencing skills.

By July 1, 1987, field-testing of the program and formation of a data base will begin in state-funded pilot districts. When the program is fully operational the state will begin to issue one-year intern certificates to all first-year teachers in Kansas. For more information, contact Diane Castle, (913) 296-4318.

See also PRESERVICE, "Required Preservice Experiences" and INDUCTION "Internship Period."

Mentor Support Systems

Washington

The 1985 Washington state legislature has approved a beginning teacher assistance plan, using mentor teachers to provide sustained support to entry-level teachers, both in and outside of the classroom. The plan, to be piloted during the 1985-86 school year, will involve 100 teachers selected as mentors; during the second year up to 1,000 teachers with continuing contracts will be designated as mentors.

Mentor teachers are those receiving a superior rating by local school districts. The law calls for workshops to train the mentors and provides a stipend for participation in the program. Substitute teachers will be supplied to allow the mentor to observe and assist the beginner in the classroom.

In the June 1985 revenue and budget session, the legislature appropriated over $1.5 million in funding for the first two years of the program. A companion measure allows schools to establish a commendable employee service and recognition award program for certificated staff. These local programs will recognize exemplary service, special achievements or outstanding contributions by an individual. The awards themselves are to be nonmonetary. For more information, contact Judy Hartmann, (206) 753-6717.

District of Columbia

A new mentor teacher program was activated this fall in the District of Columbia, and mentors have been selected to guide first-year teachers in nine different subject areas. Teachers will be selected to act as mentors in at least two additional areas this year.

The mentor teachers are activated when a new teacher in their specialty area enters the system. While active, the mentors receive a $2,000 per year stipend and $200 a month to pay for materials. All of the mentors receive training during the summer, and additional staff development programs for mentors and first-year teachers are planned. For more information, contact Joan W. Brown, (202) 727-6251.

See also INDUCTION, "Internship Period" and INSERVICE — PART 1, "Career Structures."

Higher Entry-Level Salaries

California

California's comprehensive reform bill of 1983 included a state-subsidized increase in the state's lowest starting salaries. The increase is amortized over three years, with a 10% subsidy each year to raise the minimum salary on the scale. A cost-of-living adjustment (COLA) for the second and third years was specified in the bill, Over the three years, a total increase of 30% plus the COLA is possible, with districts eligible to participate all three years until starting salaries reach $18,000. Districts may apply for permanent state funding for the increases.

The legislature provided $12 million in 1983-84 for this purpose, of a total $880 million to fund the entire reform bill in its first year. Second-year funding was unanimously approved in 1985, including 5.9% in COLA. Only 318 school districts participated in the first year of the program and thus a surplus of funds appropriated to the salary increase is anticipated. A survey in late 1984 indicated that low participation was due to (1) a perceived need to raise salaries across the board if the lowest salaries were increased, (2) some districts had no teachers below $18,000, and (3) districts choosing to raise their lowest salaries would be required to continue paying the higher amounts out of their own budgets for teachers coming on board after the three-year period ended. For more information, contact Gordon Winton, (916) 636-4150, or Joe Holsinger, (916) 455-0683.

See also INSERVICE — PART 1, "General Salaries."

Recruiting for Shortage Areas

Delaware

Delaware is recruiting and training professional educators for critical curricular areas, which are designated annually. Five distinct programs related to this effort received legislative appropriations in 1984: Academic Year Institutes (offered during the school year to teachers taking courses leading to certification in a critical curricular area); financial assistance to persons from other professions to train as teachers, a student loan program, scholarships to teachers to retrain, and a summer inservice program. The critical curriculum areas for 1984 are mathematics, chemistry, physics, and physical science.

The summer program has generated a great deal of interest among teachers. It is specifically designed to provide instruction leading to certification in one of the critical areas for active secondary teachers not currently certifiable in those fields. Under the six-week program, participants register for a minimum of six semester hours of graduate/undergraduate credit in a specifically designed program to build skills and knowledge in the curricular area.

The participants receive full support for tuition, textbooks and fees. Following successful completion of all courses taken, participants also receive a stipend of $250 per week (up to a maximum of $1,500) paid by the state board. Selection of teachers is competitive, with the department of public instruction reviewing applications and making selection decisions. Seven institutes were held in the summer of 1985 (in math, physics, chemistry and physical science), each serving about 25 teachers. For more information, contact Henry Harper, (302) 736-4647.

See also PRESERVICE, "Financial Aid to Prospective Teachers."

Alternative Routes to Certification

Vermont

New certification regulations in Vermont, effective in 1982, allow schools to hire specially skilled people from fields outside education, such as the arts and business. Two options are available to qualified candidates who have not received teacher training, but are interested in education employment. They may be hired under independent contract by a school to supplement the functions performed by certified educators, or they may seek certification through an evaluation process that serves as an alternative to graduating from an approved teacher education program. Successful candidates must also serve a 15-week apprenticeship.

Another program leading to certification of qualified math and science professionals is available through the University of Vermont. Candidates with at least a B.A. or B.S. in mathematics, science or engineering are eligible to attend a 30-semester-credit program, including student teaching. The program is specifically designed to lure early retirees from other professions into education. For more information, contact Don McCafferty, (802) 828-3111.

Further, the 1983 Vermont legislature approved a loan cancellation program to attract and retain certified math, science and computer science teachers. In 1985, with a $15,000 appropriation, the Student Assistance Corporation was able to award 19% of the outstanding student loan debt of all of the eligible applicants (27 teachers). The awards ranged from $50 to $1,416. Eligible teachers are those working full-time in an approved elementary or secondary school with an outstanding balance on a loan guaranteed by the Vermont Student Assistance Corporation. For more information, contact Debra Glerum, (802) 655-9602.

Texas

The Texas legislature, in its 1984 education reform bill, requested the state board of education to develop rules for certifying mature individuals holding bachelor's degrees in professions other than education. This alternative route to certification includes a one-year internship, completion of state board specifications for training in teaching methods and classroom management, passage of the certification exams, and acquisition of an appropriate number of semester-hour credits from a local institution of higher education. Teachers certified under this plan are exempted from exam requirements relating to pedagogical methods, history of education or child psychology.

Another state-authorized alternative allows local districts to establish cooperative programs with the business community and educational institutions to recruit qualified, but uncertified individuals to teach secondary students in such fields as math, science, and computer science. The district's program must be approved by the state education commissioner, and the instructor must have a bachelor's degree and specialized training in the subject to be taught. The instructors may not teach more than three classes per day or displace a certified person qualified to teach the courses. For more information, contact Richard Swain, (512) 463-9327.

See also PRESERVICE, "Entrance Requirements for Teacher Training," and INDUCTION, "Alternate Routes to Teaching and Certification."

Recognition

RECOGNITION

Recognition and respect of teachers for their contributions to society were subjects largely ignored in the education reports over the last several years. As education reform moves forward, however, it is necessary to identify exemplary techniques and build upon them. Also, by recognizing exceptional teachers and listening to what good teachers have to say, policy makers may be able to avoid costly errors or misunderstandings.

Before reviewing some new approaches for teacher recognition, consider some opinions of teachers regarding their status in society today:

- Over half of teachers polled felt that students, parents and society no longer respected them. (Gallup 1984).
- Teachers ranked teaching #1 of 12 major occupations in terms of benefit to society, but #12 in terms of respect granted by society. (Ibid.)
- On the other hand, about 90% of teachers felt their colleagues to be good teachers. (Harris, 1984)
- 84% favored making it easier for incompetent teachers to be removed. (Ibid.)
- 92% of teachers polled would like assistance from fellow teachers to solve teaching and disciplinary problems. (Koppich 1985)

Several states have initiated programs to recognize teachers' contributions. This section describes programs that publicly acknowledge effective teachers, solicit ideas and input of educators during policy formation and implementation, or encourage teachers to develop and share their creative ideas.

Public Recognition

Kentucky

1985 is the "year of the teacher" in Kentucky and classroom teachers across the state are the focus of a number of state-sponsored activities, including a recognition luncheon attended by teacher delegates from each school district, and a week-long summer institute for 50 teachers, in June with two follow-up sessions later in the year. On March 6, Classroom Teacher Day, Superintendent of Public Instruction Alice McDonald and 60 upper-echelon staff members of the department of education returned to the classroom to spend the day "shadowing" a teacher selected by the districts. No evaluation or monitoring took place, for the day was intended as a learning experience for department administrators.

Debriefing sessions following the visitation day revealed that it was indeed a learning experience for most of the administrators. Participants were asked to list the three most significant or important ideas, thoughts, or facts gained from their classroom visit. The majority of the respondents mentioned the lack of time most teachers have for planning, conferring with other teachers, or a few minutes' reflection. The second most frequent comment related to the exceptional ability of the teachers visited -- "Teachers are smarter and more organized than one would think from the images in the national media" — and the skills and energy needed to teach — "Amazing how she had so much going on different levels, subjects, etc."

Participants were also asked to put themselves in the teachers' shoes and identify reasons why they should or should not want to remain in the teaching profession. Not surprisingly, the "should's" were almost exclusively related to satisfaction in teaching and dealing with children or having the summer off, while the "should not's" (a list nearly twice as long as the "should's) dealt with low pay and esteem, long hours, lack of time, daily frustration, interruptions, lack of authority to make decisions, school climate and class size.

Finally, the participants responded to questions about the effectiveness of state department efforts on the classroom level, and how the department could have a more positive impact. The overwhelming reaction was the need for communication — department staff felt that awareness of the impact of department-level decisions on teachers was crucial. For more information, contact Patty King or Barbara McDaniel, (502) 564-4770.

See also INSERVICE — PART 2, "Teacher Recognition Programs/Other Improvements."

Master Teachers

Illinois

The Governor's Master Teacher Program of Illinois, funded in the 1984-85 school year, was designed to recognize 500 outstanding classroom teachers and provide them with a $1,000 stipend and three days of released time to share their ideas or participate in school-improvement projects. Teachers nominated themselves and the master teachers were selected by regional committees composed of teachers, school administrators, students, parents, school board members and community representatives. At least half of the selection committee members were teachers.

The program generated a great deal of press, a degree of uncertainty and lukewarm response on the part of teachers. It was not re-funded after the first year. But the program did focus public attention on education needs, and specifically the needs of teachers themselves. Also, some of the program components, such as the provision for self-nomination, were untested on such a wide scale. The experience in Illinois revealed that many outstanding teachers were simply unwilling to "toot their own horn."

According to Program Coordinator Jerry Foster with the Illinois State Board of Education, positive spinoffs of the program include the compilation of a Master Teacher Directory. For the first time the state department has an identified reservoir of good teachers from which to draw when districts request assistance in a particular field. Members of the regional committees formed to select the master teachers found their experience to be generally productive. Rather than focus strictly on the selection, the diversity of the committee members' backgrounds seemed to encourage discussion of other mutual concerns. In making the selections, committees were impressed by the qualifications of teachers who had applied and most committee members came away with an increased respect and awareness of the efficacy of teachers in their regions. For more information, contact Jerry Foster, (217) 782-2826.

Oklahoma

Three rural school districts in Oklahoma are implementing a state-funded master teacher program that was developed during the 1983-84 school year. The Kingfisher, Seiling and Watonga Public Schools have cooperatively identified seven master teachers to take on additional responsibilities and receive an extra $6,000 per year, including fringe benefits.

Selection committees in each district include two teachers, one school district patron, and one administrator. Each district's committee chooses the final candidates for the other two districts, so that teachers are not involved in the selection of candidates for their own district. The master teacher's term is for three years, at which time a review is conducted and the teacher may be approved to continue as master teacher for a second term. For more information, contact Gerald Hoeltzel, (405) 623-7364.

INDUCTION, "Internship Period," and INSERVICE — PART 1, "Career Structures."

Involving Teachers in Policy and Program Development

Minnesota

The Minnesota Board of Teaching, an autonomous licensing board responsible for setting the standards and rules for teacher preparation and licensing, continuing education and professional service in the state, last year celebrated its 10th anniversary. What is unusual about the board is its composition — the majority of board members are, by law, teachers. Specifically, the 15-member board consists of three elementary teachers, three secondary teachers, one other teacher, one school administrator, one higher education preparing teacher and six lay people (two of whom are present or past local school board members). Teachers first pressed for a greater role in determining professional requirements in 1964, and after a decade of legislative defeats, the Teachers' Standards and Certification Commission was established and subsequently became the Board of Teaching. Since that time, the board has assumed authority for regulation of teacher preparation and licensing, adopted a code of ethics for teachers, conducted on-site evaluations of teacher-preparation institutions, and carried out studies and hearings on a variety of issues, including the continuing education/relicensing system, rules for special education teachers, and the current and future supply of and demand for math and science teachers.

The purpose statement of the board emphasizes the similarity between the Board of Teaching and state bodies governing other professions (e.g. medicine or law) that traditionally are expected to determine their own standards: "to assure the health, safety, and well-being of the citizens of the state, especially the clients served by the profession licensed, by established assurances of initial and continuing occupational ability." For more information, contact Kenneth L. Peatross, (612) 296-2415.

Ohio

The Ohio Department of Public Instruction in September 1984 kicked off a year-long public discussion process aimed at creating recommendations for revising teacher education and certification standards. The first phase of the process involved soliciting advice from educators and lay citizens from across the state. Over 300 statewide organizations were asked to nominate citizens familiar with issues such as family, government, health, knowledge, religion, respect and work. In addition, discussion groups composed of administrators, supervisors, education service personnel and teachers were convened to present their recommendations.

During the second phase, responses from approximately 500 discussion groups were compiled by the Teacher Education and Certification Advisory Commission, and a concept paper was developed. This paper was widely circulated, and served as a discussion guide for 13 regional meetings in May 1985, with over 2,000 people in attendance, predominantly educators.

The final phase of the project called for the advisory commission to develop a proposal for the new standards, for review at regional meetings in the fall of 1985. The 15-member commission is composed of a broad range of educators, including a teacher education student, representatives of higher education, teachers, administrators and lay citizens. For more information, contact Carol Price, (614) 466-3593.

Montana

The Montana Office of Public Instruction, in cooperation with the state commissioner of higher education's office, has undertaken the strengthening of the school accreditation process by bringing together, for the first time, representatives of higher education, K-12 teachers and school administrators to work as team members with staff of the office of public instruction. The project was facilitated through the Council of Chief State School Officers and funded by a grant from the Andrew W. Mellon Foundation. While the major focus was review of the accreditation process, specific goals were identification of exemplary teachers and administrators, current evaluation techniques and the link between evaluation and staff development, and loss of instructional time.

The team members included 91 teachers, 64 administrators and 87 college personnel (of the total 242 team members, 4 were legislators). Once identified, the teams were provided with advance training and sent into the field to visit 25 pilot schools for data collection to be used to refine the process. The pilot visits took place in the spring of 1984 and results were analyzed through the summer. Data collection instruments were revised and the size of the teams was adjusted to reflect the size of schools to be visited. From September through November, 99 schools were visited by the trained teams. The original planning committee met in January, 1985 to review the project and develop implementation strategies.

In preparing for the January meeting, the committee emphasized that training and utilizing educators with diverse backgrounds provided "a broad and invaluable resource for future application and revision" of the accreditation standards, and that the educators' participation in the system of decision-making "can only improve the process." At minimum, state education officials may now draw on the experience of 242 educators who are not only familiar with state accreditation standards, but also have an applied knowledge of them. For more information, contact Robert L. Anderson, (406) 444-2089 or Claudette Morton, (406) 444-3137.

Iowa

Iowa school districts now have an alternative to funding school-improvement projects solely through their controlled budgets, and teachers must be involved in planning the programs. Up to 75% of the costs of an improvement project may be funded through an increase in the district's allowable growth (this is an exception to the state's restriction on the amount of local cost increase allowed; previously only programs for gifted and talented children or for returning dropouts fell were excepted). At least 25% of the project costs must be funded through the school district's controlled budget. Eligible projects are approved by the state department of public instruction, and the increase may be no more than 1% of the district's cost per pupil, multiplied by the budget enrollment figure (or $5,000, whichever is greater).

The 1984 legislature also provided for the department to select from among the approved projects and distribute educational excellence incentive awards to the districts, contingent on funds being appropriated for that purpose. Although no funds are available for 1985-86, local districts are designing projects for state review and plan to pay for them through the allowable-growth-increase provision.

District projects may relate to curriculum, instructional practices, expansion of the educational program of staff development, and the school board must describe in its application the process used to involve teachers in the planning and development of the project. Applications must be received by November 1 for implementation of the project beginning the following July 1. The state department of public instruction received applications from 99 districts, focusing on a wide variety of school improvement issues. For example, Principal Allan Rowe of Linn-Mar High School will be using the "1% funds" to implement a "writing-across-the-curriculum" project, and reduce fees charged for summer school. Iowa City schools will use the funds to expand a comprehensive staff-development program which uses three full-time teacher trainers to provide support services. For more information, contact Max Morrison, (515) 281-5274.

See also INSERVICE — PART 2, "Teacher Recognition Programs/Other Improvements."

Funding Creativity in the Classroom

West Virginia

The West Virginia Education Fund, brainchild of the state board of education and the state superintendent of schools, was the first statewide private-sector initiative in education. The Fund was incorporated in July of 1983, and selected Minigrants for Classroom Projects as its first program. The minigrants program was viewed as one that could be initiated quickly and on a state-wide basis, thereby demonstrating the Fund's commitment to serve all communities. The cash awards, averaging $300 each, are offered on a competitive basis to encourage teachers to develop and implement ideas for which no public funding is available. Administering the program statewide involved dividing the state into eight regions and recruiting and training volunteer review committees, made up of local business, labor, education and civic leaders, to select programs for funding in each of the regions. Nearly 300 minigrant projects have been funded as the program enters its second year and a variety of benefits have become obvious. First, teachers themselves have the opportunity to explore new ideas in the classroom, which in itself has been a morale booster. Review committee members have offered their companies' resources to support the teacher's ideas, and often volunteer to make on-site visits to funded projects. "It continually amazes the business members of the committee to learn how much teachers can do with such small amounts of money."

A second program begun by the Fund is called Partnerships in Education, and is a type of "adopt-a-school" program to expand educational opportunities through increased contact with local companies. Fourteen such partnerships are already established, and while the program will take more time to initiate statewide than the minigrants program, it is seen as having tremendous potential for benefiting schools. For more information, contact Vivian G. Kidd, (304) 342-7850.

Maine

Innovative Educational Grants are available to fund either classroom-based or school-based projects in Maine. The two grant programs, while focusing on different needs, are geared toward promoting educator innovation and creativity. The 1985 legislature provided the funds for the grants, based on positive experience with a K-3 grant program in effect for the last two years. $1.1 million was appropriated to continue the K-3 grants over the next biennium. Extension of the concept to classroom- and school-based projects will cost the state another $1.5 million. Required matching funds are expected to generate $1 to $1.5 million in local effort.

The state-funded classroom-based grants are awarded for a variety of projects, including teacher and administrator training, classroom management, curriculum development and school-community relations projects. School-based projects, on the other hand, may address reduction of the number of drop-outs, improving attendance or school leadership, and cooperative projects for special-needs students.

The grants are competitive, with $500,000 available in the 1984-85 school year. Individual teachers may be awarded up to $2,000, and groups of teachers can receive up to $5,000 for classroom projects. A single school grant may be as high as $10,000, while a group of schools working together could receive $20,000. The school-based grants require a local contribution of funds determined in the same manner as the state's school subsidy formula. Additional state funding may be available to disseminate results of exceptional projects on a regional, statewide or national basis. For more information, contact Lars Rydell, (207) 289-1333.

Arkansas

Under the Teacher Recognition Program in Arkansas, grants of up to $1,000 are awarded by the state department of education to encourage teachers to develop and share their ideas. The grants are used to carry out new and creative projects to increase student performance in specific content areas, and must have implications for use beyond the classroom in which they were developed. In 1983-84, 30 grants were awarded for projects involving 36 teachers.

Many of the programs developed by the teachers strengthen or supplement the curriculum. For example, teachers in the Lake Hamilton Intermediate School used a grant to promote interest in study of European history during the Middle Ages. Other teachers used their grants to provide instruction to students in areas not routinely covered by the curriculum. A teacher at Southwest Junior High School in Hot Springs focused on developing the test-taking skills of her junior high school students, in addition to regular math skills. Another teacher's 6th grade students at Bono Elementary School set up a grocery store, bank, post office and convenience store to develop a basic understanding of economic terms and math skills.

The Teacher Recognition Program is only one aspect of a five-part State Recognition Program, which also includes grants of up to $10,000 to disseminate information on existing exemplary school programs. For more information, contact: Brenda Matthews, (501) 371-2182.

INSERVICE — PART 2, "Teacher Recognition Programs/ Other Improvements."

Reward

REWARD

Research into the factors that motivate people to choose a teaching career has played a large part in the development of new programs to reward teachers. This body of research indicates that teachers are motivated by efficacy in the classroom and in the belief that they are making a difference.

Teachers have voiced a strong opinion about the rewards of teaching as well:

- 96% report that they "love to teach." (Harris 1984)
- But the salary seems to say "Anyone can do this." (Fiske 1982)
- 40% of teachers feel the need to work a second job. (Koppich 1985)
- 87% favor the concept of career ladders to provide greater opportunities, more responsibility, and more pay as a way to attract and to keep better teachers in the system. (Harris 1984)

Most states are working on ways to make careers in education more rewarding. This section describes a variety of state programs that improve working conditions, provide incentives for improving schools and teaching, increase salaries, extend contracts, strengthen evaluation to accommodate performance-based pay, encourage the local development of career options, or restructure careers in education on a statewide level.

Improved Working Conditions

Indiana

Among the recommendations cited almost uniformly by commissions, task forces and education researchers as critical to student learning (and thus teacher satisfaction) is a low pupil-teacher ratio. The Indiana legislature has, through a program called PRIME TIME, appropriated the funds to reduce class size and emphasize mastery of the basics in kindergarten through the 3rd grade. The program, with a $19-million price tag in 1984-85, is being implemented this year in the 1st grade, and allows local districts to choose whether they want to participate.

A pilot study of the PRIME TIME program found that (1) PRIME TIME students scored higher on standardized tests than did students in larger classes, (2) discipline and behavior problems were reduced when the pupil-teacher ratio was lowered, and, (3) smaller class size contributed to increased productivity and effectiveness. Interviews indicate that in schools implementing PRIME TIME, teacher morale has gone up, discipline problems have diminished, and a greater degree of parental satisfaction has been expressed.

School district eligibility for a state subsidy to implement the program requires a 18:1 pupil-teacher ratio, or a 24:1 ratio with a paid instructional aide in each classroom. To date over 800 teaching assistants have been hired, and the 1985 legislature made clear its commitment to the program with a $40.9 million appropriation to expand implementation to the 2nd grade in 1985-86. The state hopes to have 94% of school districts participating by the end of this fiscal year, and in 1986-87 further expansion will be undertaken to include 3rd grade and kindergarten. For more information, contact Patty Shutt, (317) 927-0111.

Mississippi

The Mississippi Assistant Teacher Program, a component of the 1982 Education Reform Act, provides instructional assistants to teachers in the 1st, 2nd and 3rd grades. By the end of the 1984-85 school year, 3,394 assistants had been hired for the 1st and 2nd grades. With the inclusion of third grade into the program in 1985-86, a total of 5,063 instructional assistants are anticipated.

The legislature has fully funded the program, at a cost of $30 million per school year. The state also offers staff development packages for the teachers and their assistants. For more information, contact Cathy Grace, (601) 359-3770.

INSERVICE — PART 2, "Teacher Recognition Programs/Other Improvements."

Salary Increases

South Carolina

South Carolina's Education Improvement Act (EIA), funded by the 1984 legislature through a one-cent increase in the state sales tax, is channeling about $217 million new dollars into elementary and secondary education. The act addresses several issues near and dear to educators — beginning with a minimum salary increase for teachers of 10.3%. The increase will be combined with an already-scheduled raise of 5.7%, which was mandated by the state's 1977 Education Finance Act. In real dollars, this will mean an average of $2,400 for teachers, in addition to increases negotiated locally before the EIA went into effect. Annual adjustments will keep salaries in line with the southeastern average.

Other issues that received legislative attention and funding include student loans for teachers, training programs and a teacher incentive-pay program. Administrative leadership and management programs such as principal incentive pay, administrator evaluation, inservice seminars and administrator apprenticeships will receive $3 million; school climates will be improved with $56 million to renovate and construct new buildings. Incentive grants are provided to improve teaching practices, and funds to implement basic-skills programs have been made available, with $60.5 million going to remedial and compensatory efforts.

The EIA clearly ties the increase in state funding to mandates for higher standards for educators and students. More rigorous requirements for certification, retention and salary increases, upgraded standards for approval of educator training programs, and evaluation on a regular basis are components of the new law. Graduating students beginning in the 1989-90 school year must pass a basic skills exit exam, and higher academic standards in all disciplines are mandated. For more information, contact Raymond Morton, (803) 758-2401.

Alabama

A new career ladder has been set in motion in Alabama, starting with an increase in pay for teachers beginning with the 1986-87 school year. The career ladder was passed during a particularly lively 1985 legislative session, in which the first phase of the plan received approval and funding. The second phase will require an additional appropriation in 1987.

During phase one, nontenured teachers will be classified as probationary, and will receive a 5% increase in salary. Tenured teachers will be initially classified at the Professional-I level and receive a 15% pay increase in 1986-87, bringing the average teacher's salary to $23,000. The second phase will establish three additional teaching levels, including Intern, Professional-II and Master Teacher. Professional-II teachers will receive an additional $5,000 and those teachers moving on to the Master level are eligible for a minimum increase of $6,000. For more information, contact Michael Hamilton, (205) 261-5156.

Nevada

The 1985 legislature provided an 11% pay hike for Nevada teachers this year, with an additional 3% cost of living adjustment earmarked for 1986-87. A separate bill provides for a one-time, 5% salary bonus to teachers who continue to teach in 1985-86. The average bonus is about $1,100 per teacher.

Another $12 million was appropriated to fund school-improvement programs. While these funds may be used for whatever the districts wish, the lawmakers urged school officials to use the money to reduce class sizes in grades 1-3. For more information, contact Michael Alastuey, (702) 885-3106.

See also INSERVICE — PART 1, "General Salaries," and INSERVICE — PART 2, "Teacher Recognition Programs/Other Improvements."

Extended Contracts

Nebraska

Concern over the quantity and quality of time spent in school prompted the Nebraska legislature to act in 1984. The Education Enhancement Bill contains modifications to the definition of the school year and provisions for the negotiation of extended teacher contracts, to be subsidized in part by the state. However, the 1985 legislature, faced with poor statewide economic conditions, voted to delay implementation of much of the reform bill, including the extended contracts, until the 1986-87 school year.

The instructional hours law changes the state compulsory attendance mandate from the traditionally-specified number of days required (previously 175) to the number of instructional hours students must spend in school. Elementary schools will be required to provide 1,032 hours of instruction and secondary schools will offer a minimum of 1,080 hours.

In keeping with this emphasis on flexibility, a maximum of 10% of a district's teachers may be included in locally developed proposals to enhance remedial education projects, provide individualized instruction or enrich the curriculum through extended contract time. Teachers may be offered 10-, 11- or 12-month contracts through the provision. The concept behind both of the new provisions is to allow for the use of school facilities and staff through the summer months. For more information, contact Pat Shafer (402) 475-7611, or Robert Beecham, (402) 471-2367.

Idaho

The 1984 Idaho legislature enacted the Teacher Excellence Program, allowing locally developed career compensation plans based on three or more career levels, and opportunities for teachers to obtain extended contracts and minigrants for training programs. The state department of education was allocated $100,000 to develop and administer the program in fiscal year 1984-85, with further funding contingent on an annual legislative apportionment.

The second-year funding bill (which would have required a tax increase) was defeated by the 1985 legislature and economic conditions. But despite the setback, plans at the local level continue to move forward, and because the lawmakers did continue funding for the state technical assistance component of the program, school districts are encouraged to submit their proposals for state review. According to Terry Donicht, state department of education career compensation and evaluation specialist, the only major drawback in the delay was that community members, who exhibited a high degree of support for the program, felt they had been let down.

Some districts accepted the delay with some relief — the extra year will give them time to refine their programs and upgrade their evaluation programs to meet the requirements of a career ladder system. In this regard, the program has already had a positive effect; one of the prime benefits, says Donicht, is that designing the local career ladders has encouraged districts to beef up their evaluation procedures, an activity likely to be beneficial regardless of the eventual implementation of the teacher excellence program. For more information, contact Terry Donicht, (208) 334-3300.

See also INSERVICE — PART 1, "General Salaries," and "Career Structures."

Differential Pay

North Carolina

Sixteen school districts in North Carolina have been selected to begin testing components of a four-step differential pay plan for certified teachers. Last year, the state legislature provided a 15% pay increase for teachers — a step considered by many researchers to be essential if pay-for-performance plans are to succeed. The plan is moving forward during the 1985-86 school year with the local strengthening and field testing of a statewide performance appraisal system (PAS), mandated in 1980.

Career development is the primary focus of the evaluation requirements under the pay plan, and the state department of public instruction is providing training to assist local districts in the effort. Each of the 16 pilot districts will send 10 locally selected staff members to the first training sessions. Those taking the training initially will be expected to train others in the field, while state training programs also continue until everyone has had an opportunity to participate. Seminars will include such topics as instructional leadership, time management, stress, etc. in addition to covering the major functions of the PAS.

Local districts are also working on staff development activities and support services that concentrate on the needs of the individual teacher, by establishing a system of nonmonetary rewards through which to recognize teachers, developing an evaluation appeals procedure, and setting up teams in each school to supervise, evaluate and support beginning teachers.

According to Juanita Floyd of the state department of public instruction, the plan is an attempt to meet the needs of many diverse education groups around the state and represents an effort to integrate research and practice. "The process itself has been successful. When we are face-to-face with various groups of people to explain state efforts, the individuals are impressed with the program." For more information, contact Juanita Floyd, (919) 733-9230.

See also INSERVICE — PART 1, "Career Structures," and INSERVICE — PART 2, "Performance Evaluations."

Performance-Based Certification

Georgia

At the heart of Georgia's Performance-Based Certification is a comprehensive evaluation system, called the teacher performance assessment instrument (TPAI). In place since 1980, the TPAI is a state-developed instrument that combines beginning teacher support, ongoing performance assessment and staff development. The backbone of the TPAI is composed of eight generic competencies, defined by 30 separate indicators. Each indicator has four descriptors. A three-person data-collection team made up of an administrator, a peer teacher and an external data collector (assigned through 1 of 17 regional centers) conducts scheduled classroom observations, and for each of the indicators chooses the descriptors that best describe the teachers' performance. All of the assessment team members are given extensive training and periodic reliability checks.

Familiarity with TPAI begins early for 75% of the state's teacher-education graduates — the competencies and indicators are introduced to them during student teaching. Even so, all new teachers are provided with a thorough orientation at the beginning of the school year and may also attend a follow-up orientation. Through this process, clear expectations are established.

Prior to the scheduled observation assessment, the teachers assemble a portfolio of their teaching plans and materials for review by the team. Following the assessment, specific feedback is provided the teachers, and they take part in an interpretation session to discuss their performance. Finally, the assessment leads to identification of areas in need of improvement, and staff development is designed to focus on these specific areas.

According to Lester Solomon, director of teacher assessment, over 90% of beginning teachers indicated that they used the results of the assessment to improve their teaching. Also, the state boasts of an 86% cumulative pass rate on the assessment (beginning teachers are allowed three years to pass). By 1983, the annual pass rate had climbed from 60% to 75%.

The 1985 legislature showed its faith in the reliability of the TPAI by tying it to certificate renewal and a new teacher career-ladder system. All teachers except those holding life certificates will undergo assessment. For more information, contact Lester Solomon, (404) 656-2556.

Teaching Incentives

Wisconsin

In 1983, the Wisconsin Department of Public Instruction received 1 of 15 planning grants from the U.S. Department of Education to initiate the first phase of the state's Teaching Incentives Pilot Program. Through the grant, a statewide effort was undertaken to inform educators about incentives to attract, prepare and retain competent teachers. Printed materials were developed and disseminated, and presentations were made at state and regional interest-group meetings by program staff members. Further, regional meetings were held for school districts and local educators, including teachers, administrators, school board members, college faculty, and other interested parties.

The information presented originated in the recommendations of the state's Task Force on Teaching and Teacher Education, a 22-member group composed of Wisconsin citizens, educators and business leaders. The incentive pilot program focuses on several of the 31 task force recommendations: training-level incentives, career ladders and awards for excellence.

Application materials for participation in the actual piloting of incentive plans were distributed to district representatives at the regional meetings. The representatives were informed at the outset that funding for the program would be contingent on legislative appropriations for the 1985-87 biennium. Technical assistance was provided to districts that expressed interest in developing a pilot proposal, and following the submission of proposals, project staff conducted onsite interviews to determine the level of local commitment to the project.

In February 1985, eight local projects were selected to participate in the pilot program. An orientation meeting was held for representatives from the pilot districts to develop a network support system and exchange ideas. In addition, six representatives from each of the districts met for a week-long training session on cooperative efforts for preservice education, classroom management and the first-year teacher, supervision and evaluation, developing assessment instruments, and principles of adult learning to help educators train one another. For more information, contact Katherine Gilbert, (608) 266-1788.

Pennsylvania

The Pennsylvania legislature provided $4 million in 1984-85 to encourage school districts to design and implement programs to improve the quality of instruction. Another $4 million is available for the 1985-86 school year. The funds are distributed by the department of education based on districts' full-time-equivalent employees, and aid ratios.

Programs approved for funding include improving instruction through teacher training, teacher-developed instructional improvement programs, and incentives for teachers. For more information contact Jane Thorne, (717) 787-5423.

See also INSERVICE — PART 2, "Teacher Recognition Programs/Other Improvements."

Locally Developed Career Plans

Utah

The Utah career-ladder plan, through which local districts are implementing individual career programs, mandates that cooperative efforts among teachers, parents, administrators and school boards be documented before programs are approved. Teacher involvement is also required during development of evaluation instruments, and the guidelines emphasize the need to recognize the value of good teachers by providing opportunities for advancement in responsibility and compensation without forcing them to "give up teaching as the major professional contribution."

The 1984 legislature provided $15.2 million to fund the plan ($36 million, including benefits, in 1985), and all 46 local agencies eligible to participate have had their programs approved for implementation during the 1984-85 school year. Some local programs provide for the use of merit increments for high performance by teachers in the classroom, without requiring additional responsibility. Other programs differentiate between teachers who wish to remain in the classroom and those willing to assume extra responsibilities, providing incentives for both routes.

For example, the program initiated in the Provo school district calls for teacher specialists to take on responsibilities for the improvement of teaching such as coaching student and beginning teachers, developing and implementing new curricula, and conducting staff development workshops for other teachers. The teacher specialists receive a $1,000 stipend. Teacher leaders on the other hand, work an extended year and are expected to teach on a regular basis. Additional leadership responsibilities are required of these teachers, and release time to carry out these responsibilities has been budgeted. The district's commitment to its career ladder-program was emphasized by generating an additional $600,000 in local funds to add to state funds for the program.

In the 1985 session, the legislative voted to continue the program and appropriated $30 million for career ladders. For more information, contact Vere McHenry, (801) 533-5965.

Arizona

The Arizona legislature has established a five-year career-ladder pilot project, initially involving 17 school districts. Planning grants were distributed to 16 districts in the summer of 1984 (an additional district developed its plan without benefit of state funds), and the preliminary proposals were submitted November 15, 1984. Districts submitted the final version of their plans on June 1, 1985 and were notified whether their plans were approved for funding by June 30, 1985. Guidelines require that the plan be developed in consultation with the district's teachers, and evidence of the extent of support for the plan among teachers must be submitted.

Eligible career-ladder plans must be "based on a completely restructured salary schedule in which a salary range is set for each level on the career ladder and the salary for a teacher within the range is based on objective performance evaluation or other objective factors." The final plans must describe: how student academic achievement will be improved, continued professional advancement opportunities for teachers (differentiated staffing based on advanced teaching skills or advanced skills and additional responsibilities), the criteria for advancement to each career-ladder level, and evaluation procedures (more than one measure of performance is required, but performance in relation to student academic progress is specified).

When funded, the payments for career-ladder plans will be allocated through an increase in the district's per-pupil block grants. Fiscal year 1985-86 is designated as a training and evaluation year, with a .5% increase in the base level of the selected districts. The final four years of the pilot project will see increasingly higher subsidies, topping out at 5% in the 1989-1990 school years. For more information, contact Judy Richardson, (602) 255-3171.

See also INSERVICE — PART 1, "Career Structures."

Statewide Career Plans

South Dakota

The recently concluded legislative session in South Dakota produced, among other things, a differentiated staffing program for the state's teachers and administrators, to take effect with the 1985-86 school year. Only entry-year professional staff holding a probationary certificate or seeking certification this summer will be affected immediately, but once regulations are in place, all teachers or administrators with at least four full terms of employment behind them will be eligible to move from the rank of instructor to that of senior teacher or senior administrator.

Entry-level staff are designated as associate instructors, and will be supervised throughout their first full year by a three-member committee consisting of one representative each from the employing school district, the state department's elementary and secondary education division, and the educational institution from which the associate instructor graduated. Graduates from out-of-state training institutions are assigned a state educational institution for supervision purposes. By the end of the initial year, the supervising committee will decide by a majority vote whether the associate instructor should be promoted to instructor status.

State funding has been provided for administration of the program, but pay increases for teachers and administrators achieving senior status would require local funding. State efforts in the first year of the program will be focused on development of regulations and oversight of the entry-year component. For more information, contact Jim Hansen, (605) 733-3243.

Tennessee

The career ladder developed in Tennessee and funded by the 1984 legislature includes five levels for teachers: Probationary, Apprentice, and Career Levels I, II, and III. (Similar career steps are in place for administrators.) Teachers at or above Career Level I earn salary supplements, work an extended year and are assigned additional responsibilities within the local system. Teachers already employed have been given the opportunity to enter the new system at appropriate career levels via "fast-track" options, which include evaluative career-ladder tests or successful full evaluations. Teachers hired after July 1, 1985 must participate in the system.

Recognizing the value of good teachers and asking them to assist others are major components of the career ladder. Career Level I teachers are offered a 10-month contract and a $1,000 supplement. They may be assigned to assist apprentice and probationary teachers. After serving at least one five-year term at Level I, teachers are eligible to move to Career Level II, where they may work 10 or 11 months and receive a supplement of $2,000 or $4,000. These teachers may be asked to work with remedial or gifted students, supervise apprentice and probationary teachers, or work with curriculum development and staff improvement activities.

The highest level, Career Level III, may be reached following five years at Level II. Contracts of 10 to 12 months carry supplements from $3,000 to $7,000. Responsibilities, in addition to those outlined for Career Level II, may include assisting in skills development of Level I teachers. Teachers qualifying for Career Level I under the "fast-track" provisions have already received half of their first scheduled supplements.

With a grant from the U.S. Department of Education, the University of Tennessee is examining the career ladder development process, and is using the Tennessee Career Ladder Program as a case study to develop recommendations for policy makers around the country. For more information, contact Carol Furtwengler, (615) 741-7816.

See also, INSERVICE — PART 1, "Career Structures."

Renewal

RENEWAL

Enthusiasm of teachers can be a powerful force to effect positive change in schools. If policy makers can generate teacher enthusiasm and renew excitement about teaching among practitioners, reform efforts are far more likely to be carried forward.

Consider what teachers have had to say about teaching, and how they might begin their own renewal:

- Around half of teachers polled claim they wouldn't enter teaching if they had it all to do over again (NEA 1983, Fiske 1982, Fuhrman 1985).
- A similar percentage would be reluctant to advise their children (Gallup 1984) or any young person (Harris 1984) to become a teacher.
- 87% believe they would learn from observing other teachers, but only 6% do so regularly (Koppich 1985).
- 77% believe they would benefit from observation by other teachers, but only 3% have that experience. (Id.)
- 93% would like to be allotted time on the job to consult with other teachers, but only 14% can have time to consult. (Id.)

The states are employing a variety of techniques to renew the enthusiasm of teachers and help them develop the skills and confidence to excel in their chosen field. This section describes state programs that provide educational resources and peer contact to teachers, offer training to develop and polish skills or prepare for change, use community resources and energy to revitalize education, or allow educators to determine the course of reform efforts.

Inservice Education

Massachusetts

Since 1979 the Commonwealth Inservice Institute has funded over 2,000 inservice programs designed by and for educators, in 95% of Massachusetts' cities and towns. A group of school personnel with an objective and a plan to meet their objective through inservice education, may request assistance from the institute through one of six regional education centers.

The institute will pay for experts needed to make the program work, and for some materials, but will not pay for substitutes, meals or conference space. Programs are funded through federal, state and local monies and the general funding priority is the "support of programs which will ultimately benefit students from economically disadvantaged backgrounds." State funds also support the state's priorities, including basic skills, creative arts, using effective schools research, environmental factors affecting students, equity, leadership, and learning and instructional strategies to strengthen students' critical thinking, problem-solving and study skills.

An evaluation of the institute completed in 1984 by Training/Development/Research Associates, Inc. (TDR) revealed disparity among equally disadvantaged districts in the number of grants received, and also in the impact of the programs funded. The study concluded that two of the key factors inhibiting use of the institute's services were weak administrator initiative and a nonsupportive district climate. To counter these factors, TDR recommended that the institute consider modifying its operation to include long-term grants to districts that agree to work on the design and implementation of an integrated series of inservice projects — beginning with administrative leadership training and district/school climate improvement.

As a result, pilot projects involving multi-year funding are on the agenda for the 1985-86 school year to encourage disadvantaged districts to begin developing long-term projects. In addition, the state appropriation was increased by 48% for fiscal year 1984-85, and the institute is expanding its efforts to inform local educators about services available to them. For more information, contact Pat Brown or Pam Spagnoli, (617) 770-7569.

Louisiana

Louisiana's Professional Improvement Plan System (PIPS), a voluntary incentive pay plan funded since 1981, was dismantled by the 1984 legislature. PIPS offered teachers an average of $2,000 per year as encouragement to undertake a five-year individually structured improvement plan through college and inservice courses. The law provided that teachers completing their five-year program would continue to receive the supplement for the rest of their teaching career, and further, teachers embarking on a second five-year program would receive a double supplement.

The cost of the program was a major reason for setting it aside — funding requirements had reached nearly $93 million by the time the legislature acted to close PIPS to new participants and bar entry into a second five-year plan. The program will be completely phased out by 1989. A second reason for the action was a legislative decision to pursue the formation of a statewide career ladder, and a corporate franchise tax was approved to generate $80 million for a 7% pay hike for teachers as a starting point.

State teacher associations, however, could not agree on components of the career ladder plan developed by a state commission, and it now seems unlikely that such a plan will be put into effect in the near future. Despite criticism of PIPS, some superintendents report that classroom improvement has occurred as a result of professional development activities undertaken by teachers under the program. For more information, contact Katy Young, (504) 342-3414.

See also INSERVICE — PART 2, "Staff Development."

Staff Development

Oregon

In 1980, Oregon adopted outcomes-based standards for public schools which assume that schools can and should be rational and accountable enterprises. State officials recognized at the outset that full implementation of the standards would require significant efforts in the continuing professional development of school personnel. The department of education's work in support of staff development continues to move forward on several fronts, including definition of the structure, scope and delivery of development activities and systems, and their relationship to an outcomes-based model of education delivery.

Most recently, with the support of funds provided by the Andrew Mellon Foundation through a grant administered by the Council of Chief State School Officers, the department conducted a series of workshops to foster and facilitate collaborate efforts between elementary/secondary and postsecondary education in continuing professional development (CPD). These seminars built on several years of progress toward a collaborative support system for CPD in Oregon.

Conferences funded by this grant thus far have addressed the principles of good practice in staff-development activities and programs, and structures for support of these efforts. A third conference will have a more specific focus. Participants will examine and react to propositions that suggest that the educational community place a priority on implementation of the outcomes-based model of schooling called for in Oregon's standards. For more information, contact Ray Talbert, (503) 378-8378.

Wyoming

The Wyoming State Department of Education in 1984 conducted a survey of teachers and administrators to collect ideas on staff development programs and issues. Using the survey results, a staff development coalition has established a human resource system to identify the staff development needs of teachers statewide, pinpoint resources and personnel to help meet these needs, and outline elements to be included in a staff development planning kit.

The actual planning kit will be designed and distributed by the education department, for use by local districts in constructing plans to meet staff development needs. The kit will provide planning strategies to assist districts to make economical and efficient use of human resources available through institutions of higher education, the department of education, local districts and professional groups.

The coalition included representatives of community colleges, professional education groups, the University of Wyoming, school administrators and the department of education. The group's activities were so successful in opening discussion and promoting cooperations among all segments of education that it will continue to meet in the future to coordinate staff-development activities. In addition, the coalition has been asked to embark on study of secondary/postsecondary course coordination. For more information, contact Alan Wheeler, (307) 777-6808.

See also INSERVICE — PART 2, "Staff Development."

Teacher Centers

New York

Teacher centers, once the focus of federal energy, are now enjoying a renaissance in New York. Forty-four teacher-resource and computer-training centers have been established around the state, and increased state support for the centers (from $3.5 million in 1984-85 to $6 million in 1985-86) will enable more new centers to open this year. These centers provide a place for teachers to share ideas, experiment with and assess instructional approaches and staff development plans, receive skill-specific training and/or apply educational research to developing curricula and materials to meet the needs of their students. Center activities need not be geared toward computer training, and several that were initiated with a computer education focus plan to broaden their services to meet other needs of local teachers.

Each center is operated by a governing board, and a majority of members must be elementary and secondary school teachers designated by the collective bargaining agent of the teachers served by the center. Approval of existing centers in 1984-85 was automatic for the first year only; in subsequent years funding will be based upon merit. State grants to the centers may not be less than $20,000 nor more than $750,000, and center directors attend regional meetings in addition to a training session planned for this summer.

Teachers are enthusiastic about the mini-grants provided through the centers. The grants range in size from $25 to $1,000, and approximately 600 were awarded last year. According to Helen Hartle, coordinator for inservice education with the state department of education, a particularly exciting aspect of the centers is the involvement of teachers at the top of the salary scale — teachers with experience in the classroom see the centers as a chance to carry out and share ideas developed during their years of service. For more information, contact Helen Hartle, (518) 474-6440.

See also INSERVICE — PART 2, "Staff Development," and "Teacher Recognition Programs/Other Improvements."

Professional Growth

New Mexico

New Mexico's plan for staff accountability provides a framework which local districts will be using by July, 1986 to evaluate the performance of teachers. The state board of education first adopted the plan in 1981, and with the participation of teachers across the state, has developed six essential teacher competencies. The primary requirement for local plans is that they focus on the growth and development of staff members.

Implementation guides published by the state department of education describe the process local districts are to follow as they devise their specific programs. The guide for implementing the teacher performance evaluation plan sets out eight steps for school districts, the first two of which are preparatory to the actual supervision cycle.

1. Assure that all participants understand the purposes of and criteria for performance evaluation. Districts must use the collaborative efforts of administrators and teachers in identifying and defining competencies that supplement the six essential competencies identified by the state board.
2. Provide training in observation techniques, conference skills and growth planning to all participants.
3. Once the actual supervision cycle begins, conduct multiple observations of classroom performance to determine the presence and extent of competencies demonstrated.
4. Confer as soon as possible after each observation to ensure the adequacy, accuracy, and completeness of the record obtained.
5. Identify strengths and areas where growth can occur.
6. Collaborate on a written plan for improvement or growth in the agreed-upon areas. Observations and conferences determine progress toward completion.
7. Provide assistance through guidance, workshops, classes, or other means to each individual for completing the assigned growth pattern.
8. Upon the teacher's successful completion of a growth plan, the supervision cycle is repeated. When the growth plan is not completed, but performance is satisfactory, the plan is adjusted.

For more information, contact Paula Sass Gottlieb, (505) 827-6573.

Colorado

Local school districts in Colorado are working toward implementation of a performance evaluation law for teachers, mandated by the legislature in 1984. Each district's evaluation system must contain components such as an evaluation council composed of at least one teacher, one central administrator, one principal, and two residents -- one parent and one non-parent. The systems must also include provisions for written evaluation reports that outline specific strengths and weaknesses, improvement plans, and teacher-evaluator discussions of the reports.

The performance evaluation systems will be a operational by July 1, 1986. State board of education officials adopted final guidelines in February, are providing training to school districts to assist in the development of the systems, and are working with higher education institutions to ensure that evaluators are adequately trained. For more information, contact David Conley, (303) 866-6682.

Hawaii

The Project for Assessing Teachers in Hawaii (PATH) is a computer-assisted program through which teachers plan their own individualized performance evaluation. The teachers, in cooperation with their principals, select from among 300 performance objectives which form the basis for evaluation.

Once the performance objectives are selected, they are entered into the computer, which generates a marking report. The evaluation itself involves four components: observation, peripheral interviews (e.g. with parents or other adults), the teacher's use of judgment, and written materials used in lesson planning and delivery. When the evaluation is complete, data from the marking report is submitted to the computer. Then several reports are generated, including evaluation summaries on an individual, schoolwide, district or state-level basis. For more information, contact Mary Tanouye, (808) 548-3896.

Michigan

The Michigan legislature appropriated $2.7 million in staff development funds for the 1984-85 school year. Under current guidelines, all districts are eligible to receive $25 per professional staff member from the state, and larger districts may receive up to $35 for each staff member. These funds may to be used to meet locally identified needs in the following areas: (1) equal educational opportunity, (2) management training for administrators, (3) school improvement programs based on basic-skills assessment results, (4) skill development for working with pupils with special needs, (5) upgrading teaching skills, (6) implementing the state school health-education curriculum, or (7) computer education.

Participating districts must submit a three-year plan for using the staff-development funds, identify processes for program development and evaluation, and designate a policy board to budget, assess and plan activities. The majority of policy board members must be teachers appointed by the collective bargaining agent, or elected by teachers in areas where there is no bargaining agent. For more information, contact Deborah Clemmons, (517) 373-3608.

See also INSERVICE — PART 2, "Performance Evaluations," and "Staff Development."

Increasing Peer Contact

New Jersey

The New Jersey Academy for the Advancement of Teaching and Management conducted its initial session in the spring of 1985 around the theme of "Instructional Theory Into Practice." The academy's premise is that, for teachers to succeed in using newly acquired skills, they must have support at the peer level as well as at the supervisory level. To this end, the academy will be available only to school teams composed of teachers and their building principal.

Participating districts become involved in a multi-year improvement process, and district costs will be $1,000 per team. Included in the fee is a five-day session at the academy (three consecutive days the first week followed by two consecutive days the second week) during which the teams will study teaching skills and begin practicing them in the workshop setting. Within a month, academy staff will conduct an on-site visit to observe participants' classes and provide coaching. A second on-site visit will take place after another short interval to provide additional assistance and support. The team will then return to the academy the following year for a refresher course, and follow-up visit by academy staff will be made.

The first cycle of sessions involved a total of 61 teams, which will serve as a resource for their districts' staff development programs. The academy is already booked up through its 1986 session, with 77 schools participating; of those, 11 districts will receive a $1,000 tuition scholarship from the state to allow participation by teams that might otherwise not be able to attend. In the summer of 1985, three new courses were offered for prospective trainers, for principals and supervisors, and for central office personnel. For more information, contact Sybil Nadel, (201) 255-4545.

Maryland

Maryland is providing special assistance to teachers to help them identify students with behavioral or learning problems, and to deal with identified problems more effectively. Teacher Assistance Teams (TAT), established in schools in 17 of the state's 24 counties, offer peer coaching to develop instructional techniques for dealing with problem students.

When a teacher identifies a student exhibiting behavioral or instructional problems, a form describing the problem is completed. It also states what the teacher would like to see happen. A team member visits the classroom to observe the student, after which all the team members meet briefly to brainstorm the problem. A list of specific suggestions is drawn up, and a second meeting is conducted after about two weeks.

The state provides initial summer training for the team members, a central administrator and the school principal. (Only teachers are actual members of the in-school team, but administrative support for the project is seen as critical to its success.) The training begins with an orientation to the program, and covers definitional skills and simulations. A follow-up session is conducted in which the trained teams are brought back together to share ideas and techniques developed within the individual school teams.

Over 30 teams across the state have received training, and a second group will begin the process this summer. In addition, four state department staff members serve as technical assistants to the schools during the school year. Participating schools are provided with a three-year grant constituting about 50% of the program costs. For more information, contact Joseph Morton, (301) 659-2391.

See also INSERVICE — PART 2, "Staff Development," and "Teacher Recognition Programs/Other Improvements."

Specialized Training

Florida

The 1983 Florida legislature appropriated $9.2 million to conduct rigorous subject-matter training during summer inservice institutes for classroom teachers in specific content areas. Emphasis during the summer of 1984 was on science and math instruction, and particular effort was made to reach math and science teachers, especially those who are teaching out-of-field. This summer, institutes on computer education, foreign languages, instructional materials, selection council trainings, and teachers as advisers will be available in addition to the math and science programs.

The 1984 institutes were attended by 7,000 teachers responsible for math and science instruction, and over 12,000 participants are expected during the summer of 1985. Jim Moore, with the state department of education, says of the institutes: "I have never been involved in a program that generated so much enthusiasm among teachers and administrators. For example, in one county we had 900 teachers apply for the 240 places available in the institute for that county."

The state supervises the application process, and determines eligibility for and minimum length of the institutes. Within state parameters, the local districts are responsible for budgeting and program development. A clinical teaching component to the institutes, utilizing over 15,000 students attending math and science summer camps in 1984, was dropped from the institute agenda this year for logistical reasons. For more information, contact Jim Moore, (904) 488-0642.

Rhode Island

A massive effort to teach Rhode Island teachers how to use computers has been facilitated by the Governor's Technology in Education Initiative. While the 1983 initiative provided funds for local districts to purchase computers (the state also negotiated significant discounts from a number of computer firms), the teacher-training component was critical to the effort's success.

Training began with local school superintendents and administrators from state higher education institutions nominating teachers to act as trainers. These teacher trainers attended orientation sessions to introduce them to the scope and sequence of the training program. Three different levels of training were offered to teachers in the field: the first showed teachers how to run the computer in their classrooms, the second provided teachers with knowledge about the use and availability of software, and the third introduced specialized applications, such as word processing. Selected teacher trainers attended special sessions to learn how to conduct advanced-level workshops.

The actual training took place in public schools that had at least 10 microcomputer systems housed in one facility (a total of 62 training sites in 34 school systems have been approved). The 12-hour workshops began in March of 1984, with suggested sessions divided into five two-hour-and-twenty-minute periods. Teacher response to the opportunity for computer training was overwhelming, says program coordinator Ezra Stieglitz of the state office of higher education. As of May 1, 1985 more than 4,800 teachers have participated in over 300 workshops sponsored by the governor's initiative. "It's clear now that computers are not a fad. Teachers are finding that their students have computers at home and know more than they do." For more information, contact Ezra Stieglitz, (401) 277-6560.

Missouri

Full implementation of the Missouri Instructional Management System (IMS), based on the principles of mastery learning, is high on the state's list of priorities and many of the system's concepts are embodied in the 1985 Excellence in Education Bill. IMS is a process for organizing instructional activities to improve students' academic achievement.

The first step in the process is for the district to assess current practices and select subjects and grade levels in which the system will be introduced. Goals are adopted and prioritized (the state department has developed lists of possible goals), to distinguish required and desired goals. Learning objectives for each grade level and subject area are developed, and finally, mastery criteria are agreed upon. Once these initial steps have been taken, teaching strategies based on the mastery criteria are planned, a recordkeeping strategy is devised, and supervision and evaluation processes are developed. Actual implementation of IMS in the classroom involves a teach/test/reteach/retest approach to each of the learning objectives. Students move on after "mastering" the objectives (as defined by the mastery criteria).

According to state education officials, by early 1985 nearly half of the state's 564 school districts had implemented IMS to some degree. However, a 1984 survey indicated that a number of misconceptions about the program existed in the field. To encourage wider use and acceptance of IMS, 17 schools were selected to participate in a two-year Lighthouse Schools Project, in which state education officials will make a concentrated effort to assist local staff members in developing or refining their IMS programs. One of the program goals is to build a network of districts that can serve as IMS models for other districts. Initially, meetings with staff members of the Lighthouse districts will be held, with planning activities focusing on individual district needs and staff training programs. For more information, contact Richard King or Grace McReynolds, (314) 751-2625.

New Hampshire

In New Hampshire, the Corporate Council for Critical Skills has been involved since 1981 in an effort to retrain teachers to focus on "critical skills" students will need in order to compete successfully for jobs in an information society (as opposed to the "basic skills" considered necessary to succeed in an industrial society). Critical skills identified by the Council include problem-solving, communication, decision-making, organization, management, independent learning, documentation, and cooperation. Over 4,000 students across the state have had access to critical skills instruction as a result of retraining of teachers.

The Council uses a Learning-By-Real-Problems (LBRP) approach to retraining teachers, based on the concept that more learning takes place when the learner is asking the questions. The desired outcomes of LBRP training are that teachers integrate critical skills into their classrooms, and acquire new inspiration to continue teaching. Of the 71 teachers retrained by the Council, only one has chosen to leave teaching. In a 1984 participant evaluation, 44% of teachers said that the Council and its programs had "contributed significantly to their decision to stay in teaching."

The Council is a nonprofit, business and education partnership. The board of directors includes industry representatives, faculty of institutions of higher education and a staff member of the state department of education. In additional to the LBRP training, the Council helps to match teachers to industry jobs during the summer and after school. For more information, contact Bill Southworth, (603) 673-1100.

Alaska

In 1980 the Alaska legislature established the LearnAlaska network to provide telecommunication services to support instruction and promote lifelong learning. The network offers audio conferencing that lines 260 sites in 160 communities, and provides instructional television programming transmitted via satellite to 320 communities. The department of education sponsors training in use of the system for teachers and a toll-free phone line is available for answers to technical questions and program assistance.

A recent survey by the department of education showed that approximately 64% of teachers who receive the signal are using instructional television in the classroom. This contrasts with only 21% of teachers reporting use of the system in 1982. While teachers can schedule class time around a live broadcast, other options include taping the broadcast or taping an entire series during tape feeds which are scheduled two or three times a year. Over 3,500 programs spanning all curriculum areas and grade levels are offered through LearnAlaska.

The use of audio conferencing also increased by about 55% between January 1983 and January 1984 alone. Uses of audio conferencing include direct instruction, group meetings and teacher training. For more information, contact Lois Stiegemeier, (907) 465-2884.

See also INSERVICE — PART 2 "Staff Development."

Community Support

North Dakota

North Dakota's Business Challenge program is sponsored by the Greater North Dakota Association and the statewide business community in cooperation with Dickinson State College. The state department of public instruction is also a cosponsor, providing publicity and supporting the activities through direct participation and recruitment of state educators.

This week-long program brings teachers together with business and political leaders in the state to exchange ideas. The business community provides scholarships to 100 teachers, covering housing, meals and all conference costs. In addition, graduate credit in business, economics or education is provided through the program, and may be applied toward certificate renewal.

Program activities include speakers from business, legislative and educational backgrounds, field trips to local companies to explore management and finance techniques, open debates on the pros and cons of business issues, and computer-directed exercises to allow the teachers a simulated experience in making business decisions. The program is centered on the Dickinson State College campus and some of the activities take place in nearby Medora. For more information, contact Diane Mjoness, (701) 237-9461.

See also INSERVICE — PART 2, "Staff Development."

Teachers Direct Reform Efforts

Virginia

State-supported implementation of research-based education reform programs is taking place in an actual school setting in Virginia. Varina High School, designated the Governor's Center for Educational Innovation and Technology, is serving as the state's "laboratory" school, in which teachers and administrators are developing and implementing experimental programs addressing virtually every aspect of education delivery. The project's goal is to identify exemplary programs that can be used in other schools in the state. Varina was chosen for the project in 1983, in part because its student population provides a mix representative of the state as a whole, including students from urban, suburban and rural communities, and programs typical of those found in other high schools.

Over $3 million will be poured into the school by the end of 1986 and the budget includes funds for purchasing computers and establishing an electronic classroom, providing technical assistance and completely restructuring staffing procedures and organization. The school's 85 teachers designed a career ladder to go into effect this year. Components of the plan include stipends of $3,500 and $5,000, respectively, for senior and master teachers who will be working an extended day and year, and complete renovation of management functions with 30 teachers participating in school operations on a regular basis, to coordinate school curriculum, instruction, staff development, and communications.

Teachers act as advisers to an assigned group of students with whom they meet each morning; teachers have individual peer "coaches" to assist them as they practice instructional techniques; and the entire staff was paid to participate in a 16-day summer program during 1984 to be introduced to research concepts that they would be putting into practice at Varina. An eight-day summer program in 1985 focused on improvement of instructional delivery. State efforts, in addition to funding the program, are focused on evaluation and disseminating information on progress in the school. Educators are often brought in at state expense to observe the school's activities. What the state is not doing, however, is attempting to direct what happens in the school — the staff alone is responsible for adopting, implementing and revising the school's programs. For more information, contact E. Wayne Bullis, (804) 222-3124.

See also INSERVICE — PART 2, "Teacher Recognition Programs/Other Improvements."

Section II
Survey of State Teacher Policies

SECTION II

SURVEY OF STATE TEACHER POLICIES

This survey of the 50 states and Washington, D. C., covers policies on teachers and teaching that have been established by legislatures, state boards of education or state education agencies. The information on state policies is presented in categories and subcategories that are arranged more or less chronologically in terms of the progression of a teacher's career. In the "preservice" category are requirements for entering teaching and for undergraduate training. The "induction" period covers the transition between preservice and regular teacher status, a period that often involves testing or internships. Also included here is information on "alternate routes" into teaching. The "inservice" category covers successful teaching, required advanced credits or degrees, staff development, performance evaluations, career ladders, salary increases, and other aspects of teachers' on-the-job experience.

The source documents used to assemble the information for each state are listed in Appendix A. Drafts of preliminary profiles were sent to an ECS Steering Committee member or Chief State School Officer in each state (or his/her aide) with the request that they correct or add to information about that state (Appendix B lists the names of these people.)

Whenever possible, we have coded policies by date of enactment -- paying particular attention to policies enacted recently. Thus, we feel the data reflects the situation current in the states in September 1985.

An overview document which lists the various categories and the types of "generic" information sought in each subcategory is included in Appendix C, and Appendix D is a glossary of acronyms.

Policy Trends

One general trend is that the most innovative policies, mentoring programs or career ladders, appear to combine the regulatory and incentive approaches. Table 1 shows in grid form which sorts of policies mainly regulate, which offer incentives, and which seem to do both. (For additional discussion of incentives and regulations in the teaching profession, see Sykes, 1983, and McLaughlin, et al., 1985.)

TABLE 1

TEACHER POLICIES CATEGORIZED AS REGULATIONS AND INCENTIVES

	Regulations	Incentives
Preservice	• Entrance requirements for teacher training -testing -minimum GPA -standing in class • Training program -specified course work -early field experience -student teaching	• Financial aid -scholarships -loans with forgiveness for subsequent teaching -for undergraduates -for retraining of current teachers -for loan repayments for current teachers • Looking forward to salary and career development rewards
Induction	• Initial certification requirements -completion of approved program -baccalaureate degree -testing -minimum GPA • *Internships -on-the-job evaluations and staff development of new teachers	• Beginning salaries relatively attractive • Alternate routes: -entrance into teaching without formal teacher training -certain requirements lead to certification • *Internships -on-the-job evaluations and staff development of new teachers
Inservice	• Recertification -renewal of certificates -advanced certificates • *Career structures -salary increments -increased responsibilities -development opportunities • *Performance evaluations • *Staff development	• Salary increases applied generally • *Career structures -salary increments -increased responsibilities -development opportunities • *Performance evaluations • *Staff development (development tied to evaluation results)

*Designates policies with both regulatory and incentive aspects. However, many of the other policies also exhibit both aspects in their application.

Preservice

Many "preservice" policies fall into the regulation bin. For example, fairly common requirements for entrance into teacher training are testing, often of basic skills, and a minimum grade point average (GPA). According to the survey, 29 states have some kind of entrance testing, and 27 have minimum GPA requirements. (In most states, the state education agency, the state board of education or the legislature sets the requirements, although in a few states this is the responsibility of districts or schools.) Some states allow retesting and provide for remediation, which somewhat blurs the regulatory nature of their policies.

Virtually all states specify some coursework for teacher trainees, and all states require student teaching. Requiring early field experience — usually in the sophomore year— is becoming more common. At least 18 states now have this requirement. Revisions of teacher-training coursework requirements have occurred in nearly a dozen states. These usually involve more rigor and specificity in the allowed courses, and sometimes a longer period of student teaching or early field experience. Furthermore, two states have mandated that college training programs coordinate their offerings with the needs of the state's elementary and secondary schools.

One type of program that clearly offers incentives is state-sponsored scholarships or loans (often $1,000 or more per teacher trainee per year) for people who promise to teach in the state for a specified number of years, usually four or five. Most of the 38 states that have this type of financial incentive focus their resources on those who are willing to teach in shortage areas such as mathematics, science or special education. Interestingly, many states allow practicing teachers to use the loan money to retrain in shortage areas — again, clearly an incentive.

Induction

Virtually every state requires for initial certification that candidates complete an approved training program and earn a baccalaureate degree (an exception, "alternative routes," is discussed below). In addition, a large number of states have imposed achievement requirements: in at least 16 states, candidates for a teaching credential must maintain a specified GPA in their coursework, and 35 states require the passage of some kind of test such as the National Teachers Examination or a state-developed test. In a few states, testing has been in effect for many years, but in most it is a phenomenon of the eighties. In some states the testing requirement is so recent that validity studies or piloting are currently being conducted — with full implementation scheduled for later in the decade.

Incentives for beginning teachers are the higher starting salaries recently approved in eight states. Beginning teachers also benefit from across-the-board salary increases in several other states.

Two policies that have become prominent in states recently seem directly intended to bridge the gap between regulation and incentive. One policy requires internships for new teachers, which at least 24 states have established. An internship requires that new teachers (generally first-year teachers) be supervised and evaluated regularly by trained teachers and administrators. But most of these states also provide remediation and staff development, an incentive for new teachers to the extent that they get some help with their first assignments. Another "bridge" policy has received considerable media attention recently — "alternate routes." According to the survey, 33 states allow some people, often professionals in science and mathematics, to begin teaching without having completed teacher training courses in college. Usually the person must have a baccalaureate degree, be supervised in the classroom for a period of time, and, in most cases, complete education coursework in two or three years. The incentive is the possibility of immediate entrance into teaching; the subsequent requirements are regulatory. There are a few states, however, that allow an alternate route to get non-teachers into the classroom, but do not require that they earn a certificate.

Inservice

After teachers have been fully certified, state regulatory policies still affect them — specifically, policies on recertification and advanced certification. Nearly all states have regulations for continued certification that entail further coursework, completing a specified number of years teaching, and/or participating in inservice training. Some states tie continuing certification to acceptable performance evaluations, and two or three states will test all teachers. Interestingly, advanced certification has had an incentive side for many years, in the sense that optional advanced certificates (often requiring an advanced degree) are tied to salary increases. In 10 states, the "optional" element has been removed, and teachers must obtain an advanced certificate at some point in their careers. Furthermore, of the states that have been issuing lifetime certificates, six have now replaced them with renewal requirements.

In addition to certification requirements, states and school districts have for many years offered various types of staff development or inservice training for teachers, and a few formally evaluate performance. A current trend is the combination of general policies into a coherent package — commonly referred to as a "career ladder." Career ladders link certification to increments in salary and responsibilities. The internship for new teachers, discussed earlier, is typically the first step on the ladder. Since teachers are evaluated for each new step, many states are developing evaluation criteria and training evaluators. At least 26 states are setting up either a statewide career ladder or a pilot plan in selected districts. In some states, career ladder participation is or will be mandatory for all districts and teachers; in a few, participation by districts is voluntary. Funding for career structures also varies across the states. Although career ladders are regulatory in many aspects, ladders that tie performance evaluations to staff development and salary increments combine regulation with incentives.

Many of the states, whether or not career ladders are in place, are nonetheless strengthening performance evaluations or allocating funds for more rigorous or widespread staff development. Approximately 27 states require evaluation of the performances of all teachers. In a few states, the evaluation systems are part of a career ladder. But in most, required evaluations have been due to a separate legislative or state board initiative — which often directs local districts to design their own acceptable evaluation procedure. A number of states require districts to offer comprehensive inservice programs. The comprehensive aspect is augmented in several states through directives that inservice be focused on school or individual teacher needs. In some states this is accomplished when teachers prepare individual staff development plans; in a few cases, faculty-development councils (composed mainly of teachers) formulate district staff-development plans. Furthermore, a number of state education agencies offer programs of their own — such as computer training, summer workshops or teacher academies. Millions of dollars have been infused into these projects in a few states. In other words, evaluation or inservice requirements no longer exist in a vaccuum; they are tied together and probably encourage teachers to improve. A concrete example of how these are tied is one legislature's appropriation of $1 million for remedial activities to teachers with poor evaluations. Another legislature has established rewards of $300 for each teacher doing well in the evaluation.

An obvious incentive for teachers is higher pay. Legislatures in about 19 states have specified across-the-board salary increases. In nearly all the states, pay has increased somewhat with increases in overall education allocations, since these usually translate to salary increases at the local level.

In the final subcategory in the survey are programs to recognize teachers, such as "teacher-of-the-year," and programs to reduce class size or otherwise adjust teachers' workloads. Approximately two-thirds of the states, according to the survey, have one or more programs of this sort. One encouraging trend is seen in the dozen states which offer small grants to selected teachers to design, implement or disseminate promising teaching strategies.

Summary Across the Three Areas

Are states paying particular attention to policies in one (or more) of these three categories? To assess this, we made some preliminary judgments about what constitutes a significant activity. We decided that significant activity in the preservice category meant activity in two of three subcategories. Our definition was similar for the induction category (activity in two subcategories), although we omitted the "Responsibility of Higher Education Institution" subcategory. Activity in four of the six subcategories constituted significant activity in the inservice category.

According to these definitions, 35 states showed significant preservice activity, 33 showed significant induction activity, and 28 showed significant inservice activity. (Eight states showed no significant activity in any of the three areas.) In 20 states there was significant activity in all three areas. Thirteen states showed high activity in two areas. Ten states concentrated on only one area. (See Table 2 .)

TABLE 2

SUMMARY OF SIGNIFICANT ACTIVITY IN THE MAJOR AREAS

Activity in All Three Areas	Number of States
Preservice, Induction and Inservice Combined	20
No significant activity in any area	8

Activity in Two Areas Only	Number of States
Preservice and Induction	8
Preservice and Inservice	2
Induction and Inservice	3

Activity in One Area Only	Number of States
Preservice	5
Induction	2
Inservice	3

Activity in Each Area Without Regard To Combinations	Number of States
Preservice	35
Induction	33
Inservice	28

Of particular interest when looking across all states and all policies are the 20 states which have high activity in all three areas. This indicates that these states are taking a comprehensive approach to streamline or reform the entire experience of teachers. Of the states that concentrate on one or two areas, an emphasis on both preservice and induction is the most common. This combination is seen in 11 states.

Traditionally, state teacher policies dealt with preservice training, and usually specified some continuing education to renew a certificate every five years or so. Now state policy is expanding the focus to look more closely at actual classroom performance — especially in policies for internships for new teachers during induction, and in evaluation and focused staff development for veteran teachers.

The implementation of "career ladders" seems to be an attempt by states to integrate the various requirements for training, certification, staff development, salary advancements, etc., into a single package. (Needless to say, there is discussion and controversy about whether this will be effective.) Of course, not all states are looking at ladders. But nearly every state has one or more new policies to strengthen the requirements, or the incentives, for teachers or potential teachers.

Broader Effects of Teacher Policies

What are the effects of these policies upon supply and demand and on public attitudes toward American education? On another level, how do these policies affect schools and classrooms?

Interestingly, many of the policies reported in the survey have at least a potential effect on supply and demand and on public attitudes. Policies such as financial aid to potential teachers, entrance requirements for training programs, certification requirements, alternate routes into teaching, higher salaries, and, probably, the new requirements and rewards of career structuring plans directly affect supply and demand. Public attitudes toward education seem to improve when regulations become more rigorous — when entrance, certification, and recertification requirements are strengthened, for example. Internships for new teachers, career ladders, stricter performance evaluations and more staff development also appear to contribute to a sense that higher standards are being set for teachers. Alternate routes into teaching and generally higher salaries seem to indicate to the public that teaching is a respectable profession that is of interest to other professionals and that policy makers recognize it as important.

It seems that several of the policies that influence supply/demand and public attitudes do not, however, translate into school-level improvements. Although cooperation among teachers, principals, and other administrators seems critical to school improvements, most teacher policies appear to focus on individuals rather than on interrelationships. As an example, testing requirements focus on a teacher's performance as an individual.

There are, however, at least four policies that can involve more than one individual: intern programs in which veteran teachers help new teachers, career-ladder structures that allow good teachers to coach other teachers, performance-evaluation programs that require teachers and administrators to work together, and staff development programs in which teams of teachers cooperate. These same four policies also seem to have the greatest potential effect on student learning. This is especially clear in the case of internships for new teachers, where evaluations are intentionally coupled with staff development.

That these four policies are in the induction and inservice categories is not surprising, since these are the phases of a teacher's career when he or she actually works with students. If these four policies and others do have a real impact on schools and classrooms, do they in part answer some of the tough questions of teacher quality? Yes, but teacher policies need to be seen within a larger context defined by other policies and programs that directly affect students. A number of states are implementing "school improvement" or "effective schools" programs, or aligning the curriculum so that subject matter is sequenced logically across grades, for example. If teacher policies are to affect schools and classrooms significantly, they need to be tied to these types of programs. That is, teacher policies should take their place in the broader context of all the activities that impinge on students and schools.

Preservice

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
ALABAMA	• Loan Program (B) - available to undergraduates and for recertification credits - up to $4,000/year for 2 years - currently $1 million in program - 1 year of loan forgiven for every 3 years taught - math and science - legislative initiative	• GPA of 1.2 on 3.0 scale on all work attempted (C) • After completing 60 semester/90 quarter hours (80% in general studies), admission to program requires at least: (C) - 745 SAT or 16 ACT and - 70 on the State English Language Proficiency Test (State Board of Education) - satisfactory interviews - formal written application	• Introductory field experiences in all education courses and student teaching (C) • Requirement is part of approved curriculum in an approved program - approved by SEA
ALASKA	• Loan Program (A) - available to undergraduates - must teach in rural schools - up to $7,500/yr. for 5 years - loan completely forgiven after teaching 5 years in a rural school - currently $90,000 in program - legislative initiative • Other state loans are available to students in all pre-professional studies (C) - legislative initiative (cont. next page)	• Admission at University of Alaska campuses is by committee, based on university pre-test and interview (C)	• Student must take approved curriculum in an approved program - SBE approves program as recommended by NCATE, NASDTEC, or regional board (C)

When a policy was enacted or changed is indicated by three time categories: (A) since January 1985; (B) in last 3 years; or (C) in last 4-10 years.

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
ALASKA (cont.)	• Special loans and grants available to Native Students seeking teacher training - legislative initiative (A)		
ARIZONA	• Loans to undergraduates (B) - $40,000 total in 1984 - $4,000/year/student (up to 2 years) - 1 year of loan forgiven for 2 years teaching - not funded in 1985	• Admission at end of sophomore year • Arizona Teacher Proficiency Exam (80% score on basic skills) • All institutions require a minimum GPA	• Specified general education, professional education and academic major course work • Student teaching (or 2 years successful teaching experience) • Legislature has asked SEA, Board of Regents, and institutions to review preservice program approval • Legislative committee studying teacher education and certification. Report due December 1985
ARKANSAS	• $100,000 total in loans to undergraduates (B) - for math and science - $2,500/year up to 4 years - forgiveness of 1/5 loan for each year of teaching	• Varies by institution	• Specified general and professional education course work, plus student teaching
CALIFORNIA	• Forgivable loans for undergraduates and current (cont. next page)	• Admission in junior or senior year (cont. next page)	• Specified course work, including 9 semester units in professional (cont. next page)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
CALIFORNIA (cont.)	teachers to train or retrain in shortage areas (particularly science and math) - legislative initiative (B) • $1 million (total) for repayment (up to $8,000/teacher) of student loan debt for current teachers of math, science and bilingual education	• CBEST must be taken for diagnostic purposes (B) (some institutions require passage) • Other requirements vary by institution • California Teacher Credentialing Commission requires teacher training admission standards to be equal to or above standards for other professional programs • California State University system: - new requirement (A) - admission requires applicants to be in upper half of grade point distribution among students in their respective major	education and one semester full time student teaching - for student teaching, candidates must undergo an identity and criminal record clearance
COLORADO		• Show evidence of successful work with children • Pass a basic skills test in math, oral and written English (C) • Students must have graduated in top 50% of high school class, score 19 or above on the ACT (950 on the SAT), or have a GPA of 2.5 for last 30 hours of college work (A)	o 100 clock hours of early field experience (A) o 400 clock hours of student teaching (A)

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PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
COLORADO (cont.)		• Effective January 1987, pass a writing sample test, general knowledge, professional education, and subject area tests (A) • Elementary education students must complete subject area major (A) • Vocational teachers must demonstrate competence in trade or technical area (A)	
CONNECTICUT	• Loan Program (C) - for students seeking certification in shortage areas - available to all teacher education students - $3,000/year for 2 years (at public institution) - $5,000/year for 2 years (at private institution) - 20% of loan is forgiven for each year taught - $350,000 in program • Loan Program (ELEET) (B) - competitive program for high school seniors who score 1200 or greater on the SAT or score at least 1000 on the SAT and are in the top 20% of (cont. next page)	• Must pass state-mandated skills exam in math, reading and writing or have SAT score of 1000 (with a minimum of 400 on verbal or math) (B) • B- undergraduate GPA (B) • Present a written essay (B)	• Student must participate in: - an approved general education and pedagogical studies curriculum approved by SEA - 1 year of supervised student teaching • New state board standards effective Dec. 1985 require teacher preparation programs to cooperate with local schools. This should give teacher candidates more access to K-12 classroom experience.

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
CONNECTICUT (cont.)	their class; or for college students with 3.3 GPA - $3,000/year for 4 years (max $12,000) at public institution - $5,000/year for 4 years (max $20,000) at private institution - forgiveness schedule: 10% 1 year, 25% 2 years, 45% 3 years, 70% 4 years, 100% 5 years		
DELAWARE	• Loan Program (B) - available to undergraduates - for those who will teach in critical shortage areas - $5,000/year for 4 years - 2 years of teaching required for each year of loan forgiveness • Scholarship Program (B) - available to existing teachers who are seeking recertification in math and science - pays full salary for 1 year • 6-week Summer Inservice Program (B) - for current secondary teachers	• Admission policies are set by the individual institution of higher education	• General education and professional education requirements are set by the SEA when granting program approval • 1 semester of introductory field experience • 1 semester of supervised student teaching

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PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
DELAWARE (cont.)	- full support for tuition, textbooks, fees; plus $1,500 (maximum) stipend - leads to certification in a critical shortage area • Financial aid available to persons from other professions for professional education college course work leading to certification - $450,000 total allocated - legislative initiative (A) (see "Alternative Routes" column)		
DISTRICT OF COLUMBIA		• Preprofessional tests through application to the teacher education program through desired dept. with minimum GPA and evidence of proficiency in oral communication skills.	• Completion of micro teaching experiences to afford extended opportunities: for critiquing instructional methodology as well as the completion of individualized instructional modules, developmental workshops, and seminars on the NTE competencies for teaching majors. • Must complete all prerequisite courses in professional education with an overall GPA of 2.50. • Participate in concurrent practicum and field experiences in all methods courses; as well as

(cont. next page)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
DISTRICT OF COLUMBIA (cont.)			observation of human growth/development; learning principles and planning instructional activities and classroom management. • Student teaching required for one full semester.
FLORIDA	• $1.5 million in scholarship/loan trust - $4,000/year for 2 years - for math, science, computer science and special education - forgiveness of 1 year's loan for 2 years' teaching - juniors, seniors and graduates eligible - forgivable loans on year-for-year basis to those who will teach in rural or inner-city schools • $300,000 for loan repayment for current math and science teachers • $200,000 for tuition reimbursement - to current teachers who retrain in math and science - to professionals in shortage (cont. next page)	• Admission at end of freshman year • SAT or ACT score at or above 40th percentile (requirements may be waived for 10% of applicants) • Minimum GPA set by IHE • Successful passage of CLAST (College Level Academic Skills Test) prior to admission to upper division programs (B)	• Specified general and professional requirements, plus student teaching, and subject matter specialization (for secondary level) - beginning in 1985, secondary teachers need 30 hours in upper division courses in their specialized area

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
FLORIDA (cont.)	areas to pursue certification course work • Tuition reimbursement program for professionals in shortage areas to pursue certification course work • Master's Fellowship Loan Program (A) - $250,000 appropriated - for liberal arts graduates to get master's in teaching - $6,000 plus tuition and fees for 2 semesters and 2 summer sessions • Most Promising Teacher Trust Fund (A) - $500,000 appropriated - to high school seniors who commit to teaching - $4,000/year for 4 years		
GEORGIA	• Loan program (B) - for undergraduates - must maintain 2.75 GPA - $1,500/year per student for 2 years - total allocated: math & science: $300,000 special ed: $225,000 vocational: $ 50,000 (cont. next page)	• Board of Regents requires (B) - minimum GPA of 2.5 - admission at end of sophomore year - Regents Exam (reading and writing) - "C" grade in education introduction course - oral and written language competency	• SBE sets requirements in general and professional education (including 9-12 weeks of student teaching)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
GEORGIA (cont.)	- forgiveness of 1 year of loan for 1 year of teaching		
HAWAII	• Education bill (A) increased funds for helping teachers to train for shortages (chemistry, physics, and mathematics)	• Admission at end of sophomore year • Admission varies by institution, usually: - minimum GPA of 2.5 (will be 2.75 in fall 1985) - some type of testing required	• NASDTEC standards followed for general education, teaching speciality and pedagogy
IDAHO		• Varies by institution: - some use GPA and/or testing (ACT or SAT have limited use; not mandated, however)	• There are specific requirements for professional and general education courses, plus student teaching (C)
ILLINOIS	• Scholarship program (B) - available to existing teachers to retrain for math and science - $75,000 in program • Scholarship program (A) - available to those preparing to teach and those presently teaching to train for areas of teacher shortages - shortage areas at present are (cont. next page)	• The SBE shall encourage institutions of higher education to adopt procedures to insure that all students entering a teacher training program are proficient in math, reading, and language arts (A)	• Student must participate in: - a program with specific courses, approved by the SEA - an introductory field experience of 100 clock hours - five hours of supervised student teaching (C)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
ILLINOIS (cont.)	math, science, reading specialists, early childhood, bilingual, and certain areas of special education - $263,500 in program		
INDIANA	• $600,000 for training and retraining in shortage areas - legislation (B) - current shortage areas designated as math, science, and middle school endorsement - half of appropriation for repayment of loans used for training to become certified teachers in shortage areas ($2,000/teacher/year up to 5 years toward retiring loan) - half of appropriation for grants for teachers to retrain on shortage areas ($1,000/teacher/year up to 2 years)	• Admission at end of sophomore year • GPA requirement varies by institution • Indiana University School of Education administers entrance test (B)	• Course work specified for professional and general education, plus student teaching and early field experience - minimum 9 weeks student teaching required
IOWA	• $60,000 total for loan repayment for those currently teaching secondary math or science ($1,000 repayment for each year of teaching) (A)	• Determined by institutions	• SBE approves programs; must include general education, specialized study, and professional education (including student teaching) (C)

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PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
IOWA (cont.)	• $70,000 total for loans to current teachers for math and science training ($1,500 per year per teacher; forgiven with 2 years of teaching) (A)		
KANSAS		• Entrance to teacher education in junior year for state schools • Effective spring 1985, early field experiences required prior to admission (B) • Minimum GPA of 2.5 for state schools	• NASDTEC standards and completion of approved program (B)
KENTUCKY	• $410,000 total for loans to undergraduates, and current teachers to recertify; for math and science - forgiveness of 1 year of loan for 1 year of teaching (B) • $1.5 million total for loans for students who excel academically and want to teach (A) - for undergraduates - up to 4 years - $5,000/year - forgiveness: 1 year of loan for 1 year of teaching	• Minimum GPA of 2.5 (B) • Standardized test in English and math (C)	• The course work is specified for academic, general and professional requirements, plus student teaching • The secondary curriculum is competency-based and includes 150 hours clinical experience plus 12 weeks student teaching (B)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
LOUISIANA	• Loan program for education majors with ACT of 22 or higher - $2,000/year for 4 years - 1/5 of loan forgiven for each year of teaching - no funds appropriated currently (B)	• Admission at end of freshman year • NTE General Knowledge and Communication Skills tests, effective Sept. 1985. (Additional 10% of total number qualified can be admitted who do not meet cutoff scores.) • Minimum GPA of 2.2 (set by legislature)	• Specified courses in general education, specialized and professional education, plus student teaching. Early field experience required in sophomore year.
MAINE	• $500,000 total for undergraduate and current teachers starting fall 1985 (B) - amount per person per year: $1,500 (up to 4 years) - half of loan forgiven for each year of teaching in "underserved" subject area	• Varies by institution	• Liberal arts education and professional education courses specified, plus supervised teaching (C) • Recent legislation requires teachers to have strong liberal arts and science background (B)
MARYLAND	• Loan program (legislative, B) - available to all undergraduate prospective teachers - maximum of $5,000 for 4 semesters - $80,000 in program - loan forgiven by teaching 1.5 years for each year of assistance (cont. next page)	• GPA of 2.75 (This is recommended by SBE; adhered to by most institutions) • Other requirements are determined by the individual institution of higher education	• A student must experience: - a specified series of courses in an approved program - a specified number of semester hours of supervised student teaching: not less than 6 semester hours for secondary; not less than 8 semester hours for (cont. next page)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
MARYLAND (cont.)	• Scholarship program (legislative, B) - available to individuals with degrees/certificates in other subject areas to teach math and science - candidate selection conducted by the State Scholarship Board		elementary. General practice has been to exceed these requirements
MASSACHUSETTS	• Massachusetts Teacher Incentive Program - legislative initiative (B) -- available to undergraduates interested in teaching in math and science -- need-based awards -- up to $2,000 per year for 2 years in an independent college; $1000 per year for 2 years in a public institution -- 1 year of loan is forgiven for every year taught -- $230,000 in program - legislative initiative (A) -- tuition reimbursement available to students attending higher education (cont. next page)	• Massachusetts regents increased course requirements for entry into all institutions (B)	• Students must complete - a specified number of semester hours and meet several competency requirements - an introductory field experience of 300 clock hours • Supervised student teaching for one semester (25 student contact hours per week)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
MASSACHUSETTS (cont.)	institutions in the Commonwealth and who agree to teach in a public school on a full-time basis -- 1 year of loan is forgiven for every year taught -- $300,000 in program		
MICHIGAN		• Entry requirements are determined by the individual institutions of higher education • Prior to student teaching the student must at least have a 2.0 GPA	• Student must complete: - required courses in an SEA approved program - a supervised student teaching experience
MINNESOTA		• Varies by individual institutions • Admission is made at end of sophomore year	• Elementary preparation - professional education - student teaching • Secondary preparation - academic major - professional education (18 hours) - student teaching • $300,000 allocated over 2 years to award grants to post-secondary programs to develop exemplary teacher-education programs - legislative initiative (A)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
MISSISSIPPI	• Loan Program (B) - for teachers certified in other fields to retrain in science or math - up to $1,000/summer for 3 summers - must teach at least 1 semester in high school for each summer of loan - $90,000 total allocated • Loan program for undergraduates (B) - $100,000 total allocated - $3,000/year for 2 years - for math and science - forgiveness: 2 years of loan for 4 semesters of teaching	• Before admission to teacher education in sophomore year students must complete - 44 hours of core curriculum - pass an entry test - minimum GPA of 2.5 on a 4.0 system	• Commission on Teacher and Administrator Education, Certification and Development has made recommendations and following review by SBE will be field tested; to be adopted and implemented July 1986. Recommendations: - minimum 44 units in liberal arts - 12 weeks full-time student teaching - complete an approved teacher education program
MISSOURI	• Scholarship program - legislative initiative (A) - 1 year, nonrenewable scholarships to students who place at or above 85th percentile on standardized test - state to provide $1,000 and college provides $1,000 - student required to teach 5 years in Missouri • "Missouri Prospective Teacher Loan Program" -- legislative (cont. next page)	• Score of 800 on SAT or 18 on ACT (State Board regulation) • GPA of 2.5 (State Board regulation) • Basic skills test - legislative initiative (A)	• General and professional education course work and student teaching • New standards have been set for elementary, secondary and special education certification (B) - increased practicum experience - detailed major requirements for secondary education teachers - course work in the teaching of reading

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
MISSOURI (cont.)	initiative (A) - $1,000/year for 3 years - forgiveness or deferment of loan for those who teach in critical need areas • Tuition reimbursement every year to teachers who complete one credit course in their area of certification or basic economics, with a grade of "B" or better - legislative initiative (A) • Summer institute sponsored by state to retrain elementary teachers to teach math in grades 7-9		
MONTANA		• Colleges require minimum GPA • Test scores required • Basic skills assessment	• General and professional course work required and student teaching
NEBRASKA	• Loan Program - legislative initiative (C) - available to undergraduates and existing teachers seeking recertification in math and science - $500/semester up to $3,000 total (cont. next page)	• Institutions set minimum GPA • Testing is now required by legislation (B), to be implemented in 1986 - basic skills test	• Participation in an approved program • Introductory field experience required • Supervised student teaching experience (minimum of 240 clock hours)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
NEBRASKA (cont.)	- $100,000 in program - $500 forgiven for each year taught		
NEVADA		• 2.5 GPA • Passing score on NTE (currently being validated)	• Before student teaching - 2.5 GPA in major area - 2.5 GPA in all education course work - passing scores on tests in major and minor fields • A one-semester introductory field experience • A one-semester supervised student teaching experience
NEW HAMPSHIRE		• Are set by the individual institutions	• A supervised student teaching experience required
NEW JERSEY	• Geraldine R. Dodge Foundation fellowships for outstanding teachers provide individual grants of $5,000 for initial training and continuing education • Governor's Teaching Scholars Program provides tuition and expense loans of up to $30,000 to undergraduates. A percentage is "forgiven" for each year of teaching in a public school	• Admission occurs at the end of sophomore year. It requires: - practical school experience - 2.5 GPA - demonstrated proficiency in basic skills either by test (required of all freshman) or by written or oral assessment	• Participation in: - an approved program - an introductory field experience - a supervised student teaching program

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
NEW MEXICO		• Basic skills testing (B) (SBE) - most institutions have remediation programs	• Specific course work in general and professional education required • Student teaching required (C) • Legislature instructed SEA to study teacher preparation and report to legislature during next session (A)
NEW YORK	• $5 million in scholarships and fellowships to attract teachers in shortage areas (A) - legislative initiative - commissioner will designate shortage areas in Jan. 1986.	• Varies by institution	• General and professional education courses required and supervised student teaching
NORTH CAROLINA	• $1.4 million to retrain teachers in math and science, mainly through summer institutes - legislative initiative (B) • $400,000 in forgivable loans to undergraduates - up to $2,000/year for 4 years - loan forgiven by teaching 1 year for each year of assistance - available to all prospective teachers	• NTE and admissions counseling required, effective 1985 (A)	• Specific course requirements in general education, teaching specialty, pedagogy and 10 weeks student teaching required by SBE (B) • No teacher may teach a subject in which they have less than 18 credits (B)

(cont. next page)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
NORTH CAROLINA (cont.)	• Loan repayment plan for current math and science teachers • $1 million/year for scholarships based on supply and demand (B)		
NORTH DAKOTA	• Intensive summer training institute: - to train teachers qualified in other areas to gain certification in math and science - state pays 75% of cost	• GPA requirement and communications/basic skills evaluation (B) - established by individual institutions	• 20 hours of professional education courses, including student teaching (B)
OHIO	• Loan forgiveness program - biennial appropriation of $1.5 million - enacted July 1, 1985 (A) - guidelines being developed by Ohio Department of Education	• Individual institutions must set admission criteria and procedures (B)	• 600 hours of field and clinical experience required; 300 hours before, and 300 hours during, student teaching (B) • Curriculum reformed (C) to include specified general and professional education courses • Increase academic requirements for all teaching levels proposed for adoption in December (A)
OKLAHOMA	• $200,000 in scholarships to prospective teachers seeking certification in critical shortage areas (cont. next page)	• Minimum GPA of 2.5 and proficiency in written and spoken English (SBE) (B) (cont. next page)	• Legislature (B) directed SBE to develop higher standards for teacher certification. Curricular standards must be in place by (cont. next page)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
OKLAHOMA (cont.)	- legislative initiative (a) - student must teach 3 years - eligibility: upper 15% of high school graduating class; must maintain 2.5 GPA - $1,500 per year, renewable for 3 years • $200,000 forgivable loan program for prospective teachers of math, science, computer learning, foreign language - legislative initiative - 3 loans; maximum cost of room, board, tuition and fees at state institutions - forgive 1 year of loan for 1 year teaching		- endorsements for 18-hour minors replaced with full endorsements for 24 hours
OREGON		• Qualifying GPA established by individual institutions (2.25 to 3.00) • CBEST test used voluntarily at most institutions • Remediation and retesting are permitted	• Required course work and student teaching - recommendations have been made to simplify the certification regulations to allow more latitude for program approval and opportunity for experimental program design • Pre-student teaching practicum in public schools required

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
PENNSYLVANIA	• $300,000 in forgivable loans to undergraduates for a minimum of one-half tuition or $1,500/year up to 4 years - loan is forgiven by teaching one year for each year of assistance • Funds for retraining science and math teachers - legislative initiative (B)	• Criteria set by individual institutions and must be published	• SEA will require by summer of 1986: - minimum 12 weeks of student teaching - general and professional course requirements - a certification program for students other than those who go directly from high school to college
RHODE ISLAND		• Varies by institution	• Required courses and student teaching
SOUTH CAROLINA	• Student loan program - legislative initiative (A) - $2.5 million total appropriated - for both graduates and undergraduates - up to $5,000/year - forgiveness: over 5 years by teaching in rural areas or in math or science - in the near future, special education and media/librarians may be included	• Education Entrance Exam in reading, writing and math basic skills (B) - retesting permitted - remediation assistance provided	• General and professional education, plus student teaching (C) - student teachers evaluated with same instrument used for beginning teachers - 1 full semester of student teaching required

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
SOUTH DAKOTA	• Available to undergraduates - legislation (A) - scholarship (loan if requirements not met) - eligibility: South Dakota high school graduate with 3.0 GPA; rank in top one-third of graduating class; ACT score of at least 21 - amount: not less than $1,000 nor more than $2,000/year - total allocated: $10,000 - award stipulation: must graduate with a degree in teacher education from a South Dakota school; must teach 1 year in a South Dakota school for each yearly grant awarded; must be repaid at GSL rates otherwise	• 2.5 minimum GPA • Basic skills competency test: ACT and ACT comp. - Board of Regents initiative (A)	• Course work revised by SBE (A) • In-the-field observations at sophomore level • Student teaching of 6 semester hours
TENNESSEE	• $200,000 total for loans - legislation (B) - available to undergraduates and current teachers in surplus fields - for math and science training - $1,500/year up to 4 years - forgiveness: 1 year forgiven for each year of teaching	• Entrance testing: CAT, SAT or ACT - cutoff scores are specified • P-PST will be used starting July 1, 1985	• General and professional course work specified, plus student teaching

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
TEXAS	• $1.2 million for loans (B) - to undergraduates and current teachers - $1,000/semester up to 4 semesters - for critical shortage areas - forgiveness: 1 semester's loan canceled for each year taught • $1 million for loans (B) - to graduates and undergraduates - $2,500/year (maximum $5,000) - for critical shortage areas - forgiveness: 4 years' teaching cancels loan - award based on student need	• Admission at end of sophomore year • IHE must provide entrance counseling • Pre-Professional Skills Test (reading, writing and math) must be passed (B). May be taken 3 times. • Other criteria vary by IHE.	• General and professional course work plus student teaching
UTAH	• Utah Career Scholarship Fund (C) - 165 scholarships for high school graduates to enter teacher training (includes tuition waiver and stipends) - 200 scholarships to students already in teacher training (includes tuition waiver plus $3,000)	• IHE's set requirements (usually includes GPA and basic skills test)	• General and professional education, plus student teaching
VERMONT	• Loan Repayment Program - available to current teachers of math and science with (cont. next page)	• Determined by individual institution of higher education	• Participation in an approved program (cont. next page)

PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
VERMONT (cont.)	outstanding loans guaranteed by the Vermont Student Assistance Corp. - $10,000 total appropriated by legislature (B)		• An introductory field experience and supervised student teaching are required but vary from institution to institution
VIRGINIA	• Loan Program - available to undergraduates - up to $2,000/year for 2 years - $120,000 in program - 1 year of loan is forgiven for each year of teaching	• Determined by institutions	• Participation in an approved program or specified courses • Participation in a practical field-based experience determined by the institution
WASHINGTON	• Loan Program - available to undergraduates - up to $10,000 per student - $500,000 in program - 10% of loan is forgiven for each year taught - for math and science	• Currently IHE's determine • Evidence of competency in basic skills (the SBE is considering testing requirements) • Students must be counseled about teacher supply and demand • State board is considering establishing minimum GPA	• Participation in approved program • Completion of a supervised student teaching experience
WEST VIRGINIA	• Tuition paid for teachers entering special education and other shortage areas	• Qualifying GPA set by IHE • Minimum score for ACT COMP in speaking, an IHE-developed listening test, and P-PST for writing, reading and math (A)	• General, specialized and professional education requirements established by IHE and SEA • Professional education

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PRESERVICE

	FINANCIAL AID TO PROSPECTIVE TEACHERS	ENTRANCE REQUIREMENTS FOR TEACHER TRAINING	REQUIRED PRESERVICE EXPERIENCES
WEST VIRGINIA (cont.)		• "C" average for admission to student teaching	performance assessment throughout preservice experience (A) - IHE's require early field experience - public school must sign off on performance assessment
WISCONSIN		• IHE's set own GPA requirements - proposal: 2.5 GPA or upper half of class for entrance (10% exception recommended) • Dept. of Public Instruction establishing state review and approval for entrance	• General, professional and pedagogical studies required plus student teaching. For secondary, a teaching major required
WYOMING	• Legislation enacted (A) to provide forgivable loans to students to train as teachers - $68,300 total allocated - awarded to 20 "superior" Wyoming students - forgiveness: 3 years of teaching in Wyoming • Legislation (A) provides scholarships to students to train as teachers • Scholarships of $250 to current secondary teachers to acquire training to teach science, math, foreign language, computers and telecommunications (B)	• Admission at end of freshman year - California Achievement Test and interview • University of Wyoming, the only teacher training institute in the state, has new standards - the CAT - 2.0 GPA in general studies course work - completion of an introductory course that involves testing and an internship	• General curriculum requirements, professional education and student teaching

Induction

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
ALABAMA	• State certification exam (C) - subject matter and pedagogical skills - State Board of Education initiative • Basic certificate valid 8 years	• None at present • The career ladder plan adopted in 1985 will eventually include such a program (A)	• If average student performance is below 60th percentile on certification exam for a specific teaching field program, institution's program can be placed on probation. Institution must improve student performance or discontinue program (B)	• In areas of critical shortage, at a superintendent's request a student with a bachelor's degree can obtain a provisional certificate. - rarely used
ALASKA	• No Exam • No minimum GPA • Bachelor's degree • Institutional recommendation from an approved program (C)		• Must recommend graduates for certification (C)	
ARIZONA	• Minimum GPA • Arizona Teacher Proficiency Exam (cont. next page)		• Pilot testing in 14 LEAs of on-the-job evaluation of new teachers (B) (cont. next page)	• Associate teacher - legislation (A) - if certified teacher not available, (cont. next page)

When a policy was enacted or changed is indicated by three time categories: (A) since January 1985; (B) in last 3 years; or (C) in last 4-10 years.

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
ARIZONA (cont.)	(80% on professional skills) (B) • Starting in 1985, initial certificate valid 8 years	• By 1985, all new teachers to be observed and evaluated for proficiency in 14 skill areas		district may hire person with bachelor's and major or minor in subject to be taught - must demonstrate minimum teaching skills - limited to grades 9-12 - may only teach part time or for half of the year - must be under supervision of certified teacher - person limited to 3 years as an "associate"
ARKANSAS	• NTE knowledge and area tests • Minimum GPA • Initial certificate valid 6 years			
CALIFORNIA	• Baccalaureate degree from accredited institution • Completion of approved (cont. next page)	• Mentor teachers provide beginning teachers with assistance, guidance and training (cont. next page)		• Secondary schools may hire teacher trainees. - trainees need bachelor's degree but no professional (cont. next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
CALIFORNIA (cont.)	professional education program • Passage of CBEST test of reading, writing and math • Subject knowledge by examination or by completion of approved program of subject matter study • Initial Certificate valid 5 years	- legislative initiative (B) - district participation is voluntary		training - trainees must pass tests of basic skills and subject matter (CBEST and NTE) - districts must provide trainee development program and trainee is assisted by a mentor teacher - district must consult with IHE in trainee development program - full certification possible after 2 years
COLORADO	• Successful completion of an approved teacher education program - approval is granted by SEA (C) • Successful completion of basic skills test (B) • Initial certificate valid 3 to 5 years (C) (cont. next page)	• Effective January 1987, 3-year provisional certificate -- converted to 5-year with successful experience (A)	• No statewide program, but the University of Northern Colorado has issued a quality assurance guarantee to all LEAs hiring its graduates. (B) • The legislature has charged the Colorado Commission on Higher Education with reviewing and evaluating teacher education this year. (A)	

INDUCTION

	GRADUATION INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
COLORADO (cont.)	• SEA will conduct an assessment of quality of teacher and administrator programs and candidates (A)			
CONNECTICUT	• Bachelor's degree • Successful completion of approved program • Successful completion of student teaching • Initial certificate valid 10 years	• None at present, but change being considered in certification system would establish a support system for the beginning teacher		
DELAWARE	• Baccalaureate degree • Successful completion of approved program • Successfully taking the basic skills section of the NTE -- P-PST - required by SBE (B) • Initial certificate valid 5 years			• Present certification policy provides that persons with an earned baccalaureate degree (in a critical shortage area) be hired on a limited standard certificate without professional course work. Within 3 years, they must complete an (cont. next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
DELAWARE (cont.)				individualized program leading to full certification. Current critical shortage areas are math, physics, chemistry, and computer education
DISTRICT OF COLUMBIA		• Beginning fall 1985, first year teachers will receive assistance from experienced (mentor) teachers	• All programs provided by the College of Education and Human Ecology are properly certified and accredited insuring reciprocity with 27 states for teaching graduates.	
FLORIDA	• Test of basic skills, professional competencies and writing skills (C) • Minimum GPA set by IHE • Regular certificate issued after the one-year beginning teacher program - regular certificate (cont. next page)	• Beginning Teacher Program (B) - evaluation for demonstration of adopted generic competencies - supervision given to new teachers - evaluators are trained in state training program	• Education school programs must have 80% pass rate for their graduates on the teacher certification test to maintain state approval - legislative initiative (B) • $500,000 appropriated (B) for improvement of clinical/internship (cont. on next page)	• Visiting scholars program (B) - holders of Ph.D.'s teach 1 year in the public schools • Adjunct instructor program (B) - people with career or other experience teach courses • Alternative Certification: (cont. on next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
FLORIDA (cont.)	valid 5 years • All candidates must pass finger printing to screen for criminal records (A)		component of teacher education programs • Education school programs must have 90% successful completion of beginning teacher programs to maintain state approval (B) • Education school programs must designate a number of on-site visits and with students and graduates in the first year of employment for purpose of evaluating performance of those individuals to maintain state approval (A)	- legislative initiative (B) - for arts and sciences graduates - must complete modified beginning teacher program which includes reduced classload plus supervision and evaluation - $270,000 appropriated, $900/candidate
GEORGIA	• State test (C). Also reform act (A) requires new teacher test of general knowledge, subject matter -- oral and communication skills (cont. next page)	• 3-year non-renewable certificate • Must demonstrate 8 generic competencies through on-the-job assessment (began 1980) (cont. next page)	• Board of Regents (B) reviews teacher education programs if passing rate on teacher certification test is below 70%. The BOR may place the program on probation for 3 years	• Reform Act provides alternate certification for critical teaching fields with certain requirements: - degree in critical shortage field - complete required (cont. next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
GEORGIA (cont.)	• Reform act (C) requires performance assessment of new teachers • Initial certificate for 3 years (see "internship" column)	• Districts must provide staff development to new teachers based on their needs		course in: (1) human growth and development, (2) identification and instruction of children with special needs - pass teacher test and teacher assessment - complete 1 year supervised internship with satisfactory assessments
HAWAII	• Minimum GPA of 2.5 for graduation • After provisional certificate, a basic certificate is valid for life after 2 years of successful teaching	• 2 years provisional certificate • Observed frequently by principal		• Math and science professionals may enter a special teacher certification program, which allows participants to: - receive tuition costs from the SEA - teach immediately and simultaneously complete all requirements for certification -- completing university course work

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
IDAHO	• GPA of 2.5 (C) (required by institutions)			
ILLINOIS		• Successful completion of an approved program (C) • Passing a state exam of basic skills and subject matter (A) • Standard Certificate valid 4 years (C)	• The SBE will conduct a study of the initial year of teaching in order to determine how to provide support to beginning teachers (A)	
INDIANA	• NTE required for certification (A) • Beginning 1985, new teachers will be issued 5-year certificates		• Purdue University, beginning 1985, guarantees teacher graduates	
IOWA	• Initial certificate valid 10 years (C) • SEA granted funds to develop new certification, including a pilot demonstration (cont. next page)			

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
IOWA (cont.)	project for testing for teacher certification (to be carried out by Spring 1986) (A)			
KANSAS	• NTE core battery will be required in May 1986 (B) • Minimum GPA of 2.5 for state schools (A) • Initial certificate valid for 3 years • In the future, a one-year intern certificate will be issued in connection with Internship Program (see "Internship" column)	• Internship program for first-year teachers now funded by legislature to begin program (A): - professional committee of educators chosen by districts will support and assess first-year teachers - single assessment instrument to be used statewide - committee will be trained in assistance and assessment skills - field testing in pilot districts to being July 1987		• A provisional certificate may be issued if there is an agreed-upon contract with a college of education (C). This is rarely used.
KENTUCKY	• NTE required, effective 1985 (B) • Basic literacy and math proficiency exams (B) (cont. next page)	• Teacher internship for first year (B) - 1-year provisional certificate - resource teacher (cont. next page)		• If no certified teacher available, an "adjunct" uncertified person may be hired

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
KENTUCKY (cont.)	• Minimum GPA of 2.5 • Certificates now offered for grades 1-4, grades 5-8, and 9-12 (B) • 4-year certificate awarded after 1-year provisional certificate	assigned to work with intern - 3-person team evaluates intern 3 times/year to insure competence and improve teaching - year-end meeting to determine if new teacher receives 4-year certificate		
LOUISIANA	• Minimum GPA of 2.5 • NTE required by legislation (C) • Initial certificate valid 3 years			• Post baccalaureate alternative programs for secondary teachers - Bachelor's degree - 2.5 GPA - must agree to complete: 12 hours of English and any other course work deemed necessary by dean of college. For field of specialization, all necessary course work. For professional education 18 hours, passing score on NTE, and internship period - person may begin on temporary certificate (cont. next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
LOUISIANA (cont.)				and complete course work during summer
MAINE	• NTE will be used, effective Sept. 1985 (A) • Legislation created 3 certification levels. The first is a provisional 2-year, non-renewable certificate (B)	• Provisional certificate for 2 years - professional development provided for new teachers through local support teams (B)	• Institutions involved in evaluation of new 3-level certification/career ladder pilot study (B)	• Provisional certificate may be given following a transcript analysis. Additional course work may also be recommended (B) • The SBE may issue "visiting permits" for individuals with work experience to teach (B)
MARYLAND	• Successful completion of an approved program; bachelor's degree • GPA of 2.75 • The state is currently validating the NTE for use as a certification requirement • Standard Certificate valid 5 years	• Initial 2-year period with supervision and evaluation for tenure required • State currently identifying statewide criteria for evaluating probationary teacher's performance		• An individual with a B.A. degree may receive a provisional teaching certificate after a transcript analysis conducted by the SEA and the local district

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
MASSACHUSETTS	• Successful completion of the required program including teaching experiences • Successful completion of specified teaching competencies • Bachelor's degree • Newly adopted requirements include a standardized exam in the subject area, a seminar on teacher skills, and a standardized exam of communication and language skills - legislative initiative (A) • After provisional period, permanent certificate issued	• Two-year provisional period in which teachers must demonstrate competencies specified by the state, was authorized in 1973, will be implemented in 1986		• Although rarely used, a teacher may be certified with a bachelor's degree, following a transcript analysis by the SEA • School committees may employ for a period of 2 years apprentice teachers who are qualified but uncertified - legislative initiative (A)
MICHIGAN	• Successful completion of required program and courses; B.A. degree • Provisional certificate valid 6 years			

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATIVE ROUTES TO TEACHING AND CERTIFICATION
MINNESOTA	• Graduation from an accredited teacher education program • Initial Certificate valid 2 years • Legislature (A) directed SBE to develop a plan and rules for competency tests for prospective teachers. Beginning in 1988, new teachers will be required to pass exam in reading, writing, and math and in their subject areas	• Probationary period extended from 2 to 3 years - legislative initiative (B) - annual written evaluations required		
MISSISSIPPI	• Hold degree from an approved teacher education program • By state law, NTE passing scores required on Core Battery and specialty tests (cut scores increase September 1, 1986, 1988, 1990) • Class A Certificate (cont. next page)	• Reform Act of 1982 requires provisional period for all new teachers - effective for all graduates in 1988 - being pilot tested - effective July 1, 1986, provisional certificate issued for 1 year (renewable twice provided prescribed (cont. next page)		• Effective July 1986, a student with bachelor's degree may apply for provisional certificate - must score at or above 51st percentile on the Core Battery and specialty area of NTE - to achieve full certification must demonstrate professional (cont. next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
MISSISSIPPI (cont.)	valid 5 years currently. Phases out in 1987 - after 1987, standard certificates will be one-year certificates	competency has been demonstrated) - must demonstrate 16 competencies at prescribed level as measured by on-the-job assessment - staff development for provisional teachers must address needs as determined by on-the-job assessment		competency through on-the-job assessment of the 16 competencies and 12 semester hours of college credit in specified areas
MISSOURI	• GPA of 2.5 • Satisfactory assessment required, including classroom achievement, practice teaching evaluation and observation, successful participation in assessment centers, interviews, tests, etc. - legislative initiative (A	• Beginning teachers will be provided assistance by their teacher education program, including retraining, internships, counseling and inservice training - legislation (A) • Each district required to establish a professional development committee which will assist beginning teachers during their first 2 years - legislation (A)	• Required to assist their new teacher graduates - legislation (A) • Teacher training programs can be put on probation or terminated if a designated percentage of their graduates or terminated if a designated percentage of their graduates do not achieve at or above national norm - legislation (B)	• Student with bachelor's degree may obtain a life credential - following detailed transcript analysis - 24 semester hours in teacher education program, which includes student teaching

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
MONTANA	• NTE required, effective July 1985 • 2.0 minimum GPA - some institutions have raised the exit GPA requirement • Standard Certificate valid 5 years			• Provisional route - 3-year provisional certificate - must have 45 credits in a major - must have 8 hours in professional education - must agree to complete teacher preparation program within 3 years
NEBRASKA	• B.A. degree • Successful completion of an approved program • Testing is required by law (B), to be implemented in 1986 - subject matter test • Initial (Pre-Standard) Certificate valid 5 years (after beginning teacher program)	• Beginning teacher program: - the beginning teacher must be supervised, assisted and evaluated by the Entry Year Assistance Team - the beginning teacher is issued a 3-year certificate - scheduled for implementation in 1986, depending upon legislative funding		• The legislation (that enacted the testing requirement) authorized lateral entry into the teaching profession for those with baccalaureate degree and who pass the test (which has not yet been determined) - to be implemented in 1986

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
NEVADA	• Bachelor's degree • Completion of an approved program or equivalent course • Initial Certificate valid 5 years	• School districts may impose a one- to two-year probationary period.		• No program, emergency certificates are issued only by the state superintendent • Standard vocational certificate may be issued: - must be graduate from high school or have GED - 8 years at journeyman's level - 6 semester hours of professional education course work - one-year provisional status required
NEW HAMPSHIRE	• B.A. degree • Successful completion of an approved program of study • Testing policy under consideration by SBE • Initial Certificate valid 3 years	• There is a mentoring program for teachers retooling in critical shortage areas (SBE, B) • See also "Alternate Routes" column		• Students with B.A. degree but who have not completed an approved program may take a written and oral subject area exam and have a transcript analysis to obtain an initial certificate. The candidate must then enter an intern-type program with master teacher (SBE, B)

		INDUCTION		
	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
NEW JERSEY	• Demonstration of proficiency on a state certification test of subject knowledge • Minimum GPA of 2.5 • Permanent Certificate granted • Completion of an academic major or equivalent • Completion of 60 credits of general education • Completion of a professional component which must involve 3 years of field experiences including a full semester of student teaching	• See "Alternative Routes to Teaching" column	• To provide subject and professional training as 2 major elements in the certification process. The third, the state certification test, is administered after graduation by the state.	• Candidates who: - have a valid B.A. degree in the subject they would teach - successfully pass the subject area test - have an offer of employment in a district which has made a written commitment to provide training, assistance, and supervision and support. This program leads to standard certification.
NEW MEXICO	• NTE Core Battery required by state board of education (B) • Applicants seeking certification in 22 specific areas must pass (cont. next page)	• Staff Accountability Plan incorporates a structured support system for beginning teachers during their initial certification period (B)		

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
NEW MEXICO (cont.)	appropriate content specialization exam (B) • Legislature instructed SEA to study teacher certification and report findings during next legislative session (A) • Initial certificate (Standard I) valid 4 years			
NEW YORK	• NTE core battery tests required by Commissioner (B) • Provisional Certificate is valid for 5 years			• Certification granted to those who: - have bachelor's degree - have passed NTE core battery - by transcript analysis, show evidence of meeting general, special and professional requirements - one year of paid full time experience in a recognized school can substitute for student teaching

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
NORTH CAROLINA	• NTE required, by SBE (C) • Completion of approved program • Teacher education institutions must report SAT/ACT scores for individuals who are recommended for certification (SBE) • 2-year initial certificate as part of Beginning Teacher Program (A)	• In Beginning Teacher Program, to receive full certification the teacher must demonstrate successful performance across 5 teaching-function areas within the 2-year period of the initial certificate - legislative initiative (A) • Each school system must designate a support team for each beginning teacher - state pays the master teacher		• SBE has adopted a policy of endorsements to facilitate legitimizing teachers who are teaching out of field • State is in the process of developing guidelines for lateral entry into teaching from other professions
NORTH DAKOTA	• Minimum GPA of 2.5 (B) • Entrance Certification valid for 2 years (B)	• State law requires evaluation and supervised assistance for first year teachers		
OHIO	• Provisional certificate valid for 4 years • The teacher certification revision (cont. next page)	• Entry year program conducted pursuant to standards adopted by the SBE		• Students with a bachelor's degree may take an advanced program for 1 year and meet certification (cont. next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
OHIO (cont.)	process has been initiated for implementation in January 1987 • In April 1985 the Certification Advisory Commission recommended revised standards for teacher certification and revised standards for colleges and universities preparing teachers, for possible action by the State Board • Testing proposed in: - general education - subject matter content - professional knowledge			requirements • Practitioners in vocational training fields may become certified through special on-the-job training programs
OKLAHOMA	• Passing score on standardized curriculum exam (offered in 34 content areas) required to receive license for first year of teaching - legislative (cont. next page)	• First year of teaching is a supervised internship (B) including staff development and performance evaluation. If needed, first-year license can be renewed once	• Institutions receive state funding to assist with entry-year teacher internship (B)	• $100,000 for professional training institutes for college graduates wishing teaching certificates and teachers wishing to change fields to math, (cont. next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
OKLAHOMA (cont.)	initiative (B) • Minimum GPA requirement to receive license for first year of teaching (B) • Certification requires the above plus successful completion of entry-year of teaching (B)			science, computer learning, foreign languages. Upon completion, eligible to teach for one year - funding to cover students' costs - legislative initiative (A) • Tax deductions for businesses releasing employees to teach math or science part time - legislative initiative (A)
OREGON	• Completion of approved program • College degree and recommendation from college • Must pass basic skills test (CBEST) - Teacher Standards and Practices Commission (TSPC) rule (A) • Basic certificate valid for 3 years		• Warranty program for graduates - offered by 2 institutions - help given to new graduates if their on-the-job performance is not adequate	• Vocational certificate - up to 5 years, and renewable - professional course work not required - issued by TSPC upon request of district - for those persons with vocational skills needed in a particular district

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
PENNSYLVANIA	• Initial certificate at present valid for 6 years and not renewable • Starting in 1987 all teachers will be required to pass 4 competency tests (basic skills, general knowledge, professional knowledge and subject area) in order to be certified (SBE)	• Starting in 1987, new teachers must complete a year-long induction period under the guidance of seasoned educators to gain certificate (SBE)		• Teaching Intern Program - SBE initiative (B); not yet in operation - bachelor's degree and letter from SEA - can teach in a school while taking education courses - candidates' approved program of instruction must be completed within 3 years to achieve permanent certificate - program available at 28 teacher education sites
RHODE ISLAND	• Varies by institution • Initial certificate valid 4-6 years - eligibility determined by SDE			

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
SOUTH CAROLINA	• Completion of an approved program (C) • NTE subject area exam (or state exam in subjects not covered by NTE) (C) • 1-year provisional contract to beginning teachers (renewable once if necessary) (C)	• Beginning teacher program - legislation (C) - regulations updated in last 2 years - 1-year (renewable once) - evaluated 3 times using Assessments of Performance in Teaching Instrument - staff development provided to new teachers if needed - observers must be trained and pass a reliability test	• Education Improvement Act of 1984 requires SBE to revise standards for accrediting public and private teacher education programs - legislation (B) • Centers of Teaching Excellence (awarded to colleges) - legislation (B) - funding increased (A) - creation of 9 centers - focus on specific topics, e.g., higher-level thinking, math - IHES must work with other colleges and surrounding schools	• Conditional certificates: - available to persons without teacher training - for critical shortage areas - 3 years allowed to meet state requirements (professional sequence being developed for these persons) - NTE required - must be evaluated 3 times in first year and 2 times in second and third years
SOUTH DAKOTA	• 2.5 overall GPA with a 2.6 in student's major - SBE initiative (A) • NTE (cutoff score to be determined) - SBE initiative (A) • Basic certification valid 5 years (C)	• 1-year probationary license under new career ladder plan (A) - implementation postponed; to be voted on by public in November 1986	• Serve on SEA/LEA/IHE evaluation team for probationary teachers	• Emergency certificate issued to holder of bachelor's degree - 2 years allowed to complete certification requirements - for those without formal teacher training

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
TENNESSEE	• Minimum GPA 2.0 • NTE commons and area tests - legislation (B) - area tests implementation postponed (SBE) • Probationary certificate valid 1 year - legislation (B)	• 1-year probationary period (first step on career ladder) - legislation (B) - new teachers are evaluated and provided appropriate staff development	• Training program can be on probation if 30% of students fail testing - legislation (B)	• Several IHEs funded to develop 5th year programs for second career individuals - requires bachelor's degree - person to be in classroom part-time during program
TEXAS	• By May 1986, teacher certification exit exam will be required - the 1985 legislature appropriated money to implement the basic skills test (subject-matter certification test delayed 2 years) • Effective May 1986, initial (provisional) certificate valid 3 years	• 1-year probationary period required before a new teacher can advance to Level I on the Career Ladder.		• Legislation (B) allows person with B.A. degree who passes basic skills and subject exams to be certified in a supervised internship program involving teacher training and classroom management.

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
UTAH	• Varies by IHE • Initial (Basic Professional) certificate valid 5 years			
VERMONT	• Bachelor's degree • Successful completion of an approved program • Evidence of basic skill mastery in reading, math and writing (initially required for high school graduation) • Initial (regular) Certificate valid until 3 years' experience is gained			• A person can obtain an initial certificate by evaluation. The applicant must have documented experience, competence and qualifications in teaching. These skills must be demonstrated to a review board. A 15-week apprenticeship is also required • Qualified people may be hired under independent contract to supplement a school's certified staff (does not lead to certification)
VIRGINIA	• Bachelor's degree, with minimally acceptable GPA determined by IHE • Successful completion (cont. next page)	• Virginia Beginning Teacher Assistance Program - 2 year provisional certificate (cont. next page)	• Set admission and exit standards	• If sponsored by school system, candidate can obtain a provisional certificate - must pass NTE (cont. next page)

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
VIRGINIA (cont.)	of approved program or specified courses • NTE Common and area exam • 2-year Provisional Certificate issued (non-renewable) (B)	- teachers observed by 3 nonpartisan observers at different times. - purpose is to record classroom behavior relative to 14 specific competencies - assistance will be provided to any teacher who does not satisfy all 14 areas		- 2 year probation during which 9 credit hours must be accumulated and an evaluation must occur. A school system may submit an alternative plan for the 9 credit hours, subject to approval by SDE - full certification granted after completion of above requirements
WASHINGTON	• Bachelor's degree • Successful completion of approved program • Basic skills assessment • Assessment of teaching proficiency and subject area knowledge via observation in program • Professional certification exam to be developed by 1987 (cont. next page)	• Beginning Teacher Assistance Pilot Program was passed by legislature (A) - mentor teacher projects - mentors selected as superior, based on evaluations - mentors receive training and stipends - substitutes for mentor and beginner to give (cont. next page)	• Set standards for admission and exit of program	

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
WASHINGTON (cont.)	• Provisional Certificate valid 1 year	opportunities for them to work together - total funding: $1.5 million for 2 years		
WEST VIRGINIA	• Basic skills proficiency test, criterion-referenced content-specialization test, and Professional Education Performance Assessment (A) • Professional Education Performance Assessment by IHE before certification • Initial Certificate valid for 3 years			• SBE designing model of on-the-job training in shortage areas for people with degrees who are not trained as teachers or who are teaching in other fields - plan will tie emergency certification with intensive training
WISCONSIN	• Dept. of Public Instruction establishing state review and approval of standards for graduation - proposal: 3.0 or upper half of class (5% exemption recommended) • Regular certificate valid 5 years			

INDUCTION

	GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS	INTERNSHIP PERIOD	RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION	ALTERNATE ROUTES TO TEACHING AND CERTIFICATION
WYOMING	• IHE's make recommendation that applicant has successfully completed an approved program of study • Standard Certificate valid 5 years			

Inservice
Part 1

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
ALABAMA	• Under Career Incentive Program Act, all teachers will be placed on the ladder immediately, non-tenured teachers will receive 5% increases, tenured will receive 15% - legislative initiative (A)	• Initial certificate renewable with 9 credits or 4 years' teaching • State does not require second stage certificate (C)	• The Performance-Based Career incentive Program Act sets in motion a process to phase-in a multi-level career ladder between now and 1990 - legislature (A) - 5 steps on ladder - level I to Level II gets $5,000 - level II to Master Teacher gets $6,000 - working committee established to oversee implementation - first year cost expected to be $150 million
ALASKA	• Salaries are highest in the nation - salaries are adjusted by contract annually	• No advanced certificate required • Continuing education required -- 6 semester hours every 5 years	• Local option
ARIZONA	• Legislative committee is studying teacher compensation (A). Report due December 1985	• Initial Certificate non-renewable • Advanced Certificate requires master's or 40 credits	• 5-year career ladder pilot project - legislative initiative (B) - planning grants to 16 districts - guidelines require involvement of teachers in the planning (cont. next page)

When a policy was enacted or changed is indicated by three time categories: (A) since January 1985; (B) in last 3 years; or (C) in last 4-10 years.

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
ARIZONA (cont.)			- proposals must include: restructured salary schedule, development and evaluation of teachers, and how student achievement will improve.
ARKANSAS	• Salaries of all teachers increased 10% through sales tax increase of 1 cent (B)	• Basic skills test must be passed by 1987 to maintain certification - for all teachers • Initial Certificate renewable with 6 credits and 2 years teaching • Advanced Certificate valid as long as person teaches	• Legislation (A) created Teacher Career Development Commission - districts paying their teachers above state average may submit career development proposals to the Commission - Commission will also establish 6 pilot projects; funding for this is $500,000 - recommendations to be made to state board in April 1987
CALIFORNIA	• Since 1984, state has made funds available to districts to raise starting salaries to $18,000 by 1986-87 - legislative initiative (B) - state subsidizes increase over 3 years to districts choosing to participate in the subsidy	• Initial Certificate non-renewable • Clear Credential requires 5th year • Renewal of Clear Credential requires 150 hours of staff development and one-half year of experience every 5 years, (cont. next page)	• Mentor teacher program - legislative initiative (B) - 5% of a district's teachers eligible - mentor receives $4,000 stipend - district receives $2,000/mentor - mentors spend 60% time (cont. next page)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
CALIFORNIA (cont.)		effective Sept. 1985 - legislative initiative (B) • Life Credential abolished, effective Sept. 1985 - legislative initiative (B)	teaching, 40% on other duties which are curriculum and/or staff development - local district participation voluntary
COLORADO		• State requires 6 credits every 5 years for certificate renewal (C) • State does not require but makes available a second-level certificate based on master's degree and 3 years experience (C) • Effective September 1, 1988, LEAs may prescribe selection of renewal credit based on teacher's performance (A)	• LEAs allowed to develop alternative salary policies using teacher performance as a factor - legislative initiative (B) • SEA will develop pilot career incentive programs for use by LEAs (A)
CONNECTICUT	• SBE has approved a resolution linking stricter certification standards to increases in teacher salaries. This recommendation has also been endorsed by the Governor's Commission on Equity and Excellence in Education (A)	• State requires a second stage certificate - 3 years experience and either a 5th-year master's degree or 30 semester hours	• The SEA is working with a few local districts to develop criteria, incentives and rewards for exemplary teaching. Results will be shared with other districts. (B) • Proposed certification system would establish career structure.

INSERVICE—PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
DELAWARE	• In 1985, the legislature approved a 5.5% across the board pay raise for teachers	• State requires a second stage certificate. This certificate is issued after 3 years of teaching experience and is valid for as long as the teacher teaches within the area of certification	
DISTRICT OF COLUMBIA	• Teacher salaries have been increased over the past several years until they are now the second highest in the country, after Alaska	• Recent changes in certification include requirements of a course on urban city children and demonstrated computer literacy (B) • Counseling recertification courses which are offered by the College of Education and Human Ecology are also now being required.	• $335,000 in 1983-84 for study of merit pay and exemplary teacher recognition. • Mentor teacher program beginning fall 1985 - first year teachers will receive assistance from experienced teachers - training for mentor teachers during summer - mentor teachers will receive stipend • Department Chairperson Program beginning fall 1985 - up to 9 formal department chairperson positions in each of 5 pilot secondary schools - training for department chairperson during summer - department chairpersons will receive stipend • Paid opportunities for extended professional growth activities

(cont. next page)

INSERVICE — PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
DISTRICT OF COLUMBIA (cont.)			(i.e., conferences, retreats, and ALTA program) that ultimately qualify teachers for career advancement.
FLORIDA	• Determined at district level through collective bargaining	• 6 credits or inservice for renewal of regular certificate	• Master Teacher Program - 1984-85 funding provided for 6,000 teachers to be "Associate Master Teachers" - 3,200 teachers were chosen - bonus: $3,000/teacher - eligibility: score in upper quartile on subject test and classroom performance - 1985 legislature appropriated additional $6.6 million - legislature (A) directed a study of program procedures, the evaluation system, and validity of tests
GEORGIA	• Reform act (A) 11.5% increase for all teachers and leaders; beginning state minimum salaries increased to $16,000 in 1985-86 school year • Annual step increase: 2.5% • Restructured salary schedule reducing 14 annual experience steps to 7, and longevity steps at 2-year intervals beginning at year 9	• Reform act (A) - requires subject matter test (except for lifetime cert. holders) - limits certificates to 5 years (except lifetime holders) • Certificate renewal requires 10 credits or equivalent inservice • Advanced certificates available - T5 based upon masters (cont. next page)	• Reform Act (A) directs SDE to devise career ladders by July 1986

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
GEORGIA (cont.)		- T6 based upon specialist - T7 based upon doctorate - salary differential for each higher level: T4 - 100% base T5 - 115% of T4 T6 - 113% of T5 T7 - 111% of T6	
HAWAII	• 5% increase each year -- 1985-86 and 1986-7 -- for all teachers (A)	• Basic Certificate valid for life • Professional Certificate requires 5th year or Master's degree and is valid for life	
IDAHO	• There was a 9.5% increase in teacher salaries (B)	• 6 credits for recertification every 5 years (B) • Advanced certificate requires master's degree or 5th year	• Legislation (B) permits districts to design career compensation plan to include: - 3 career levels - possible extended contracts - teacher training grant possibilities. The 1985 legislature did not appropriate funds to implement, however.
ILLINOIS	• $211 million new dollars for general state aid but individual teacher salaries are set locally (A)	• Standard Certificate renewable every 4 years through payment of fees (C) • No state requirement for a (cont. next page)	• The Center for Excellence in Teaching at the SBE was created this year (A). Its purpose is to conduct pilot studies of career compensation programs in several (cont. next page)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
ILLINOIS (cont.)		second stage certificate • No continuing education requirement	school districts - $3.5 million in the program
INDIANA	• Recent legislation (A) allows SBE to recommend basic pay increases by November 1987	• Initial certificate renewable based on credits and inservice training • Life certificate discontinued in 1990 (replaced by 5-year certificates with renewal based on credits or inservice) (B)	• $500,000 to develop career ladder plan; 3 districts will serve as pilots. If legislature approves, statewide career ladder will be implemented in 1987 (A)
IOWA		• Initial certificate renewable with 6 credits and one year experience (need 8 credits without 1 year experience) (C) • Permanent certificate requires master's degree and 4 years experience (C)	
KANSAS		• An advanced certificate (valid for 5 years) requires additional credits plus 2 years of teaching (C)	• Legislature directed the SBE to study performance-based salary and report back in 1986. (A)
KENTUCKY	• State salary schedule adjusted to provide 5% across-the-board salary increases. Additionally, (cont. next page)	• During first 4-year certificate, teacher must earn one-half of credits required for master's (cont. next page)	• 1984 legislation (B) required a task force to study and propose a career-ladder plan. The July (cont. next page)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
KENTUCKY (cont.)	longevity salary increases of $800 for teachers with 10-14 years' experience, $1,600 for teachers with 15-19 years' experience, and $2,000 for teachers with 20 or more years' experience - legislation (A)	degree - renewal for 5 years, during which time teacher must complete master's degree - renewal every succeeding 5 years (with 3 years' teaching or 6 graduate credits)	1985 report calls for a 4-step ladder, with evaluation and professional development. - 1985 legislative session required pilot study in 7-10 districts over a 2-year period
LOUISIANA	• Corporate franchise tax approved to allow 7% pay increase (B) - teachers received increase in 1984	• Initial certificate (Type C) renewable for 3 years with 6 additional credits • Type B requires 3 years teaching and is valid for life with continuous service • Type A requires Master's degree and 5 years teaching; and is valid for life with continuous service	
MAINE	• Effective 1987-88, beginning salary is $15,500. In the interim, $2,000 stipend available to some teachers (A)	• Professional 5-year renewable certificate after successful provisional experience (B) • Master certificate with 5 years experience and professional development (B)	• A career ladder structure is tied to the new certification levels. $200,000 authorized, including a pilot study in 20 sites involving 31 school districts. - each local pilot site developing its own criteria for each level of career ladder
MARYLAND	• Although no direct action on teacher salaries, the education budget includes a $364 million (cont. next page)	• The Standard Certificate is renewable once with six semester hours. (cont. next page)	• In 1984, the legislature provided additional state aid to improve instruction and student (cont. next page)

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
MARYLAND (cont.)	increase over last year for a total elementary/secondary budget of $1.3 billion (legislative, A)	• The Advanced Professional Certificate requires 3 years experience and either a master's degree or 30 semester hours of a planned inservice program	performance in local districts. Local districts have used the money to design career ladders, staff development, teacher evaluation schemes and to recognize outstanding teaching
MASSACHUSETTS	• The legislature has adopted a beginning teacher salary of $18,000 with prior approval of both the school committee and local appropriating authority (A) • A Teacher Compensation Study Commission has been asked to examine the topic and report to the legislature by the end of 1986 (A)	• The state does not require a second stage certificate • The state does not require continuing education	• The legislature has established a Professional Development Grant program in local districts subject to approval by the local school committee and appropriating authority (A) • The legislature established the Horace Mann Teachers Program to go to 6% of school teachers to take on additional responsibilities. The grants would be up to $2,500 per teacher (A)
MICHIGAN		• Provisional Certificate can be renewed twice with additional semester hours • The Continuing Certificate is required and can be earned after 3 years of teaching and 18 semester hours	

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
MINNESOTA		• Initial Certificate renewable once with one year of teaching • Continuing Certificate must be renewed every 5 years with 120 units obtained through inservice, college credit, publications, or being a supervisory teacher • 1984 legislation provided funds for a Study on The Teacher Licensing Process and required Higher Education Coordinating Board to study teacher education programs. Recommendations have been submitted (A)	
MISSISSIPPI	• In 1983, $40 million was appropriated to raise salaries by $1,000 • Legislators passed a 3-year $4,400 pay raise for teachers (A) - $2,400 raise next year - $1,000 raise second year - $1,000 raise third year, based on merit pay system currently being developed	• Class A Certificate valid 5 years, renewable with 6 semester hours (inservice in lieu of 3 hours) • Class AA valid 10 years, requires master's degree and 2 years' experience • Class AAA requires master's degree, valid 10 years • Class AAAA valid for life, requires Ph.D. and 5 years' experience	• State received a USDE grant to develop a proposal for a Career Ladder Plan for the state (B) • Plan is evolving to include merit component specified in third-year (1987-88) pay raise for teachers (see "General Salaries" column)

(cont. next page)

INSERVICE—PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
MISSISSIPPI (cont.)		• After 1987, all new people and those renewing certificates will receive one-year certificates maintained through staff development	
MISSOURI	• Minimum state salary for teachers at $15,000 to increase to $18,000 by 1989 - legislative initiative (A)	• Initial Certificate valid for life • No more life certificates to be issued after 7/88. SBE given authority to replace with periodic relicensing - legislation (B)	• Career-ladder program to be effective 1986 - legislative initiative (A) - SDE will develop plans and guidelines or locally developed plans must meet SDE approval - 3 steps for advancement - salary supplements range from $1,500 to $5,000 - stages are to be phased in over a 3 year period - $22 million initial funding, to increase to $46 million
MONTANA		• Standard Certificate renewable with 6 quarter credits and 1 year experience • Professional Certificate requires master's degree and 3 years experience • Provisional Certificate available and is valid 3 years and not renewable • Legislation (A) establishes an "exact procedure" districts must follow when dismissing a tenured	

(cont. next page)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
MONTANA (cont.)		or nontenured teacher - teacher must be notified in writing of reasons for dismissal - teacher must be granted a hearing	
NEBRASKA	• Legislative initiatives (B) allowed the possibility of extended teacher contracts. However, no state funds allocated, but districts may offer 10% of their teachers extended time for remediation, curriculum development, etc.	• Pre-standard certificate valid for 5 years and can be renewed with 6 credit hours • Standard Certificate is required, is valid for 7 years and is awarded after 2 years of verified successful teaching experience • New certification standards will include these levels: - apprentice - initial - standard - professional to be implemented in 1986	• New certification process, applicable to new teachers, has been enacted (B) but not implemented. Provides a framework for career structuring, performance evaluation and staff development • Incentive pay for teachers to convert to new certification system is in pending legislation
NEVADA	• During the 1985-87 biennium teacher pay increases will average in 1985-86 11%, 1986-87 3% - legislative initiative (A) • In a separate bill, a one-time 5% salary bonus was awarded to all teachers who will continue to teach in 1985-86 (legislative, A)	• The initial certificate can be renewed with 6 credits every 5 years • The Professional Certificate is available with a master's degree and 3 year's experience; renewable every 6 years	

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
NEW HAMPSHIRE	• Determined locally	• The state requires a teacher to obtain the Experienced Educator Certificate after 3 years of classroom experience. It is renewable every 3 years for at least 50 hours of inservice.	• The legislature requested further study of a mentor teacher proposal (A)
NEW JERSEY	• $18,500 minimum starting salary -- passed, effective immediately. State funded for 3 years. Future funding to be determined by state and local Revenue and Finance Commission	• The state does not require a second stage certificate	• One district is currently participating in the Pilot Master Teacher Program. Districts that participate in the program will focus on evaluation, teacher development, and curriculum development
NEW MEXICO	• 2.5% increase in teacher salaries (A)	• Teachers seeking additional certification in 22 specific areas must pass appropriate content exam • Standard I Certificate valid for 4 years; requires 8 credits for renewal, up to 4 can be inservice credits (SBE) • Standard II Certificate is valid for 4 years - renewable with 30 credits above bachelor's degree and may include 8 credits of inservice; or - master's degree (cont. next page)	• SEA and Office of Education required to work with LEAs to develop recruitment and retention plans for qualified teachers (B) - to include career ladders - legislative initiative - recommendations to be submitted to legislative education study committee by November 1985 • Legislature instructed SEA to study performance-pay plans and to report findings during next session (A)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
NEW MEXICO (cont.)		• 5-year Continuing Certificate requires 30 credits or inservice in lieu of 8 credits plus 3 years experience • 10-year Continuing Certificate requires master's degree and 3 years experience • Evaluations are being planned for all certificate renewals	
NEW YORK	• $102 million supplemental aid fund which could be used by districts to increase teacher compensation (which could include career ladders) and to help implement the Regent's Action Plan or any other high priority program - legislative initiative (A)	• Lifetime certification requires master's degree to be obtained within 5 years and 2 years experience	• See "General Salaries" column
NORTH CAROLINA	• 1984 General Assembly increased teacher pay by 14.8%	• After the 2-year initial certificate, a 3-year continuing certificate is awarded - is then renewable for 5 year periods (cont. next page)	• Career Growth Plan for teachers and school administrators (B): - legislative initiative (B) (1984) - to give recognition and pay based on experience, ability (cont. next page)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
NORTH CAROLINA (cont.)		• Effective July 1, 1985 to renew 5-year certificate, SBE requires: - "Professional Growth Plan" for each individual - college level credit or LEA inservice "renewal units"	and performance - career ladder plan to be piloted in 16 LEAs during 1985-86 school year. This piloting supported by 1985 legislature - district staff will be trained in evaluation • The Charlotte-Mecklenburg Program is an alternative program that will be considered when a statewide career ladder plan is adopted - is a district program started in 1984 - after first year, 137 of 150 veteran teachers were promoted to the first step on the 3-step ladder and will receive a $2,000 bonus - all beginning teachers are participating in program, which gives extensive on-the-job training and supervision during their first 4 years in classroom
NORTH DAKOTA		• Renewal certificate valid for 5 years based on 2 years experience and 3 positive recommendations of supervisors (cont. next page)	

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
NORTH DAKOTA (cont.)		• Succeeding 5-year renewals require 4 semester hours, 30 days minimum active teaching, and 3 positive recommendations • These policies replace lifetime certificate	
OHIO	• $13,700 for beginning teachers in 1985-86 and $14,800 in 1986-87 - legislative initiative (A)	• Provisional Certificate renewed upon successful teaching experience or 6 credits • Professional Certificate valid for 8 years - requires 18 credits beyond bachelor's degree plus 27 months teaching under the Provisional Certificate • Permanent Certificate requires master's degree and 45 months teaching under the Professional Certificate • Proposed changes - every 4 years -- 6 semester hours or 18 CEU's - experience reduces requirements - upgrade of certificate -- 30 semester hours to convert	• SBE adopted a Master Plan for Excellence in December 1984. Recommendations include: - establishing a career ladder and peer review program - creating a mentor teacher system - instituting an entry-year program for education graduates - establishing a professional exam for prospective teachers

(cont. next page)

INSERVICE – PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
OHIO (cont.)		provisional to professional - master's degree to convert professional to permanent	
OKLAHOMA	• Teacher salaries increased $2,000 per teacher (12%) • Minimum entry-level salaries and state minimum salary schedule increased by $3,000	• Full certificate requires 1 year experience and successful completion of entry-year program • Standard certificate valid for 5 years - can be renewed with 8 credits or 3 years experience (B)	• State-funded master teacher program in 3 districts (B)
OREGON		• 9 credits or 1 year successful experience for renewal of Basic Certificate • Standard Certificate valid 5 years - 45 credits - 2 years successful experience in Oregon on Basic Certificate - evaluation by LEA personnel - high school and special education teachers must attain the Standard Certificate • High school and special education teachers required to have 5th year for certificate renewal	• Oregon Action Plan for Excellence calls on SDE to assist in developing models for staff compensation - plans would recognize contribution to improved school performance or the assumption of increased responsibilities as in career ladder plans - no new funding provided, but some existing funds freed up (A)

INSERVICE—PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
PENNSYLVANIA		• Permanent Certificate requires 24 credits and 3 years of experience, or inservice in lieu of credits • In 1987, 6 credits (inservice is acceptable) every 5 years required for renewal of certificate (SBE)	• $4 million in 1984-85 awarded to local districts to: - improve instruction through training - fund new programs developed by teachers - provide incentives to teachers - program will also be funded 1985-86 - 497 out of 500 districts participated; 5 provided incentives to teachers for quality in instruction or special service
RHODE ISLAND		• Provisional Certificate not renewable • Professional Certificate is valid for life and requires master's degree or 36 credits to be attained within 4-6 years, depending on area of certification, and 3 years of experience - in effect until 1987-88, at which time the individual will have the option of earning a life certificate in the following ways: - (a) master's degree in their field and 6 years of teaching experience, or (cont. next page)	• Burrillville School District has developed a 4-step incentive pay plan with USDE grant. The district will make the plan available to other districts interested in using it.

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
RHODE ISLAND (cont.)		- (b) a 5-year professional renewable certificate requiring 9 credits of course work every 5 years. - This takes effect in 1987 for elementary, secondary and early childhood education teachers, and in 1988 for special subjects.	
SOUTH CAROLINA	• Legislation (B) requires salaries to be raised and maintained at average for the Southeast. Pay increased 16.1% by this requirement. • Legislation (A) gives 6.2% pay raise	• After provisional, Standard Certificate valid 5 years - renewable with 6 credits • Several "Professional Certificates" available	• Teacher Incentive Program - legislation (B) - purpose of program: reward superior performance and productivity - 3 models approved by SBE - pilot testing of models in 9 districts in 1985-86. (Legislation (A) appropriated $2.2 million for this.) - beginning 1986-87, phase-in statewide must begin
SOUTH DAKOTA		• Basic Certificate can be renewed with 6 credits or inservice in lieu of 3 credits • Advanced Professional Certificate requires master's degree or 30 credits plus 5 years experience - this certificate no longer issued as of July 1983	• Legislation (A) enacted career ladder for teachers and administrators - 3-level certification system: probationary, instructor and senior status - state funding provided for evaluation process at lower 2 levels (cont. next page)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
SOUTH DAKOTA (cont.)			- significant pay increases at each level are part of legislation, however, no state funding is provided - implementation is postponed until a vote of the people in November 1986, due to another part of the law -- the "family-option" plan, which would allow students from small schools to transfer to larger schools
TENNESSEE	• Legislation (B) gave 10% across-the-board pay increase for all teachers • Legislation (A) provides 4% pay raise to all teachers • Legislation (A) allocates $11 million for health benefits (which now means the state provides half)	• Certification tied to the 5 career ladder levels (B) - Probationary: 1 year, nonrenewable - Apprentice: 3 years, nonrenewable - Level I: 5 years, renewable - Level II: 5 years, renewable - Level III: renewable • Each certificate requires completion of previous level • Renewals based on evaluations and course work	• Career ladder program (B): - 5 levels: Probationary, Apprentice, Levels I, II, III. - at Levels I and above, earn salary supplements (up to $7,000) and have extended responsibilities - "fast-track" option for current teachers to be evaluated for placement on the "ladder" (evaluators are trained) - evaluation system currently being refined - career ladder funding: $62 million in 1985, $85 million in 1986, and $122 million in 1987 (funded by one-cent sales tax increase)

(cont. next page)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
TENNESSEE (cont.)			- legislation (A) provided supplemental $12 million for 7,000 teachers who qualified for Level I (original funding inadequate)
TEXAS	• Minimum salary of $15,200 (B)	• Provisional Certificate renewable once • Standard Certificate valid 7 years. Requires 3 years' teaching and 12 credits • Professional Certificate requires master's or Ph.D.; valid for life • Legislation (B) calls for testing of all teachers. Those not passing will lose life certification.	• Career ladder plan (B) - 4-tier plan (Level I through IV) - all current teachers placed on Level I or Level II, based on performance appraisal, experience, and additional credits accrued - Career Level II supplements of $1,500 to $2,000 - state allocation to districts of $100/pupil increases to $140/pupil in 1986-87. Part of the money must be used for salary supplements. - statewide performance appraisal instrument under development
UTAH	• An increase in base funding to districts translated to a salary increase of approximately 5% (B)	• Initial Certificate renewable with 6 credits or 3 years experience • Professional Certificate requires master's degree or 36 credits, plus 3 years experience	• Career ladder program (B) - $36 million allocated by 1985 legislature ($15.2 million in 1984) - voluntary (but all districts are participating) (cont. next page)

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
UTAH (cont.)			- districts develop own programs and SEA approves - funds go to districts: at least 10% must be used for performance bonuses to teachers (A). Some funds can be used to extend contracts (B), including extensions for teachers in shortage fields as an incentive (A). Half of funds must be for career ladder advancement (B) - SEA provides TA to districts
VERMONT		• After 3 years experience and an evaluation, the Continuing Certificate is awarded - the Continuing Certificate is valid for 7 years and can be renewed with 9 credits	
VIRGINIA		• After Provisional Certificate, Collegiate Professional Certificate is valid for 5 years and can be renewed with 6 semester hours • Post-graduate Professional Certificate is valid for 5 years and requires a M.A. or Ph.D. and 3 years' experience	o Master teacher pilot program is undergoing evaluation this fall which will yield statewide recommendations

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
WASHINGTON		• Initial Certificate (after provisional) valid for 4 years and can be renewed with additional credits • The Continuing Certificate is valid for as long as one teaches and 7 years. It requires 45 credits and 3 years experience.	• See "Internship" column
WEST VIRGINIA	• 5% pay raise for teachers - legislative initiative (A)	• Initial Certificate renewed with 6 credits and evaluation • 5-year Permanent Certificate requires master's degree, 5 years experience and evaluation • Permanent Certificate requires 18 years experience (5-year Permanent Certificate renewed 3 times)	• Investigating merit pay alternatives
WISCONSIN	• Recommendations for increased salaries were not enacted in the recent legislative session (A)	• Regular certificate renewable with 6 credits. This replaces permanent license (B)	• SEA issued guidelines for voluntary district career ladder/mentor proposals (B) - these guidelines, etc. developed through a federal grant (B) for the "Teaching Incentives Pilot Program." - 9 districts chosen as pilots - $1,070,000 for pilot career/mentor programs in (cont. next page)

INSERVICE —PART I

	GENERAL SALARIES	RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE	CAREER STRUCTURES
WISCONSIN (cont.)			the 9 chosen districts beginning 1985-86 school year - legislative initiative (A)
WYOMING		• Standard Certificate renewable with 5 semester hours, inservice renewal credit, or growth credit • Professional Certificate - valid for 10 years - requires master's degree and 5 years experience - renewal based on 10 additional hours	

Inservice
Part 2

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
ALABAMA	• The Career Incentive Program Act outlines the criteria to be included in the performance evaluation of teachers. (A) - legislative initiative - required in all districts • Working committee to develop evaluation instrument (A)	• The state has required continuing education for teachers for sometime (C) • Individual staff development plan required under Career Incentive Program Act. Evaluation system not developed to date (A) • Working committee to create job descriptions (A)	
ALASKA	• Required by statute (C) to be done by local district.	• Continuing education requirements for certificate renewal • There is a state academy program to train principals; one result of this in some districts is that principals have instituted staff development for their teachers based on ideas learned at the academy • Law requires 10 days per year to be available for faculty inservice training - must file inservice plans with SEA (C)	• Teacher-of-the-Year - in specialty subject areas

When a policy was enacted or changed is indicated by three time categories: (A) since January 1985; (B) in last 3 years; or (C) in last 4-10 years.

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
ARIZONA	• All teachers are evaluated • Legislature (A) has required a study of teacher evaluation practices. Report due November 1986 • Legislature (A) required SBE to develop recommended guidelines for qualifications of teacher evaluators	• SEA provides TA to districts	• Ambassadors for Excellence • Cash awards to teacher-of-the-year
ARKANSAS	• Teachers evaluated during PET training cycle • Legislature established a task force to oversee teacher development programs in 2 small, 2 medium and 2 large districts (A)	• The voluntary state "Program for Effective Teaching (PET)" (C) improves skills of teachers through a training process • Loan program for continued professional training - legislative initiative (A) - covers up to 6 semester hours of study - forgiveness: 20% of loan for each year of teaching	Teacher Recognition Program (B): - $1,000 grants to teachers to develop and share ideas - purpose of grants: increase student performance in specific content areas
CALIFORNIA	• Certified teachers to be evaluated biannually (B). Improvement programs required for teachers who receive unsatisfactory evaluations.	• Many state staff development initiatives • Renewal of Clear Credential requires 150 hours staff development every 5 years (effective Sept. 1985) (cont. next page)	• Local selection committees for mentor teacher nominations must be composed of a majority of teachers • Funds allocated to the districts to make available to teachers on (cont. next page)

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
CALIFORNIA (cont.)		• State maintains 15 Teacher Education and Computer Centers located regionally	a competitive basis for instructional improvement projects • Legislature (B) established annual day-of-the-teacher
COLORADO	• LEAs are required to implement a performance appraised plan for all teachers by 1987 school year - legislative initiative (B)	• Technical assistance provided by SEA (C) • SEA approves district inservice for certificate renewal purposes (C) • SEA developing programs to upgrade skills of practicing administrators (A)	
CONNECTICUT	• State law requires LEAs to establish performance evaluation programs by mutual agreement with teacher representatives and submit report on progress to the state. (B)	• No formal requirement beyond individual requirements for certification • Some SEA technical assistance efforts with LEAs	• Some SEA activity described under Career Structures
DELAWARE		• The SEA coordinates inservice activities of the department, LEA staff, and the teacher center	

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
DISTRICT OF COLUMBIA		• District of Columbia Education Agency maintains department of staff development that establishes inservice programs based on evaluation of area's needs. Alternate programs, such as travel, are offered for inservice credit.	• School improvement incentive awards program was implemented at end of 1983-84 school year. Thirty-two awards of $5,000 each have been given to schools submitting winning proposals • Teacher-to-Teacher: Developing and adapting exemplary classroom programs were implemented during school year 1984-85. Thirty-one developer grants of up to $500 each were awarded to teachers who had developed exemplary classroom-based programs. Up to 25 grants of $300 each will be awarded during school year 1985-86 to teachers who adopt these programs for their own classroom use. Up to 50 additional developer grants of $500 each will also be awarded during 1985-86.
FLORIDA	• Beginning teachers evaluated through a performance measurement system • Tenure eliminated (B) - 2-year contracts issued - renewal of contracts based on annual performance (cont. next page)	• For new teachers, development based on an assessment of their needs • Legislation (C) requires each district to develop master inservice plan - regional teacher centers offer (cont. next page)	• Teacher Recognition Program - cash awards • Teacher recruitment center - statewide and national recruitment center (A) - $209,541 appropriation

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
FLORIDA (cont.)	evaluations by trained evaluators - grandfather clause: no effect on current tenure holders • Performance evaluations utilized for selection in master teacher program using same evaluation system developed for use in Beginning Teacher Program	inservice programs based on district needs • Summer Institutes: - legislative initiative (B) - $9.6 million allocated - focus on specific content: math, science, foreign language, and computer education - local districts develop programs	
GEORGIA	• Teacher Performance Assessment Instrument (TPAI) used to assess beginning teachers for obtaining a renewable certificate • Reform Act (A) requires annual performance evaluations of all staff "by trained evaluators" • Professional development plan to address identified needs and deficiencies: (1) state to develop model instruments and processes; (2) state to train evaluators; (3) satisfactory annual evaluation for annual salary increase; (4) local board self-evaluations	• SEA annually provides funds to districts for staff development (0.5% of all salaries) beginning in school year 1986-87 • Districts receive $50 for each beginning teacher for staff development • Local system must develop comprehensive staff development plan (must be specific to identified needs and deficiencies in evaluations)	• Performance-based incentives plan for administrators and other non-teaching personnel developed by July 1986

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
HAWAII	• Principals observe teachers to assess progress on their individualized staff development programs (B) using a computer assisted teacher evaluation process called Programs for Assessing Teaching in Hawaii (PATH)	• Provided for all school employees • SEA provides advice and technical assistance for inservices • State aid given for local inservice • Teachers plan individualized staff development programs (with principal's help) (B)	• Outstanding teachers are selected for recognition as Teacher-of-the-Year from each school district, one of whom is selected as the State Teacher-of-the-Year
IDAHO	• Districts must evaluate first year teachers before the second semester	• All districts must implement a professional development plan (B)	
ILLINOIS	• Requires school boards to establish and implement programs of certified employee evaluation (A) - programs approved by SBE - training of evaluators by SBE • Reduced time requirement in due process hearing (A) • If district has not evaluated all teachers by end of 1987-88, SBE shall enter district and perform the evaluation (A)	• LEAs are required to have an approved professional development plan for their teachers (A)	• Master teacher program was not renewed. This program provided $1,000 to each of 500 outstanding teachers, plus 3 days' release time to share ideas, etc.

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
INDIANA		• $16 million for training teachers in computer use (B) • $6 million for Indiana Teacher Quality and Professional Improvement Program (includes career ladder project) (A) • $2.5 million for Indiana Endowment for Educational Excellence - fellowships for professional development - legislation (A)	• Tax incentives offered to businesses to employ teachers in summer (B) • Voluntary Prime-Time program with funding for districts to reduce class size to 18:1 in the early grades (B). Additional funding approved recently (A) • Teacher-of-the-Year (C) - $1,000 award
IOWA	• SBE must revise education standards and take into account performance evaluations as specified by new legislation (A)	• SBE must revise education standards and take into account staff development as specified by new legislation (A) • There is state funding for local level math and science inservice (B)	• Teachers involved in the planning of district school improvement projects (B)
KANSAS	• To be done for beginning teachers (see "Internship" column)	• Kansas Inservice Education Plan: - voluntary for districts to prepare 5-year plan based on SEA guidelines and local need - districts establish professional development council and evaluation criteria - funding is local responsibility - SEA facilitates (B)	

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
KENTUCKY	• Evaluation standards - legislation (B) - all districts must evaluate all certified personnel once/year - training process for evaluators - recent legislative session funded this program (A) - $9 million fund set up to award $300 bonus to each person whose evaluation is deemed successful (A)	• SEA approves district inservice (4 days/year are required) • Teacher week-long summer institutes for 300 teachers at college campuses each summer - legislative initiative (A) - $500/teacher from state - $500 (matching)/teacher from businesses • State training and state sponsorship for inservices - legislative initiative (A)	• 1985 is Year-of-the-Teacher; with state-sponsored recognition activities • $5,000 each for up to 100 teachers for grants to improve instruction - legislative initiative (A)
LOUISIANA		• Three new "professional centers" have been authorized (B) • The Professional Improvement Program has been dismantled by the legislature (B)	
MAINE	• Provisional teachers evaluated for professional skills and subject matter (B) • Renewal of Professional Certificate requires successful completion of a Teacher Action Plan and recommendation by the teacher support team	• Teacher support team works with any certification candidate (b) • State has provided indepth training for pilot sites and awareness sessions for nonpilot sites regarding new certification requirements • Extensive pilot site training in peer coaching and support systems	• Innovative Educational Grants for classroom or school-based projects (B) - teachers may receive up to $2,000, or $5,000 for a group of teachers, for topics such as classroom management or curriculum development - grants are competitive

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
MARYLAND	• See "Career Structures" column • See "Internship" column	• See "Career Structures" column • SEA, local districts and the institution of higher education are all active providers of inservice education to existing teachers under the advanced certificate program	• See "Career Structures" column • Teacher Assistance Teams (C) established in 17 of the 24 counties offer peer coaching to help teachers deal with problem students - only teachers are team members (administrators lend support) - state provides summer training for teams - 3-year grants to participating schools - SEA provides ongoing technical assistance
MASSACHUSETTS	• Through the Professional Development Grant Program and the Horace Mann Teachers Program renewed emphasis has been placed on teacher performance evaluation and development. Teacher evaluations are separate from the Horace Mann and Professional Development Grant programs	• New School Improvement Councils provide funds which can be used for inservice training in each school building (A) • Leadership academy for school managers - legislative initiative (A) • Commonwealth Inservice Institute (C) - assistance to groups of school personnel for a plan (cont. next page)	• School recognition awards based on multiple criteria for improved educational performance: REACH program, (Reward Educational Achievement) - legislative initiative (A) • Fellowships to teachers to disseminate exemplary education programs: Lucretia Crocker Teachers Program - legislative initiative (A) (cont. next page)

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
MASSACHUSETTS (cont.)		to meet specific objectives - funds for experts and materials	• The Horace Mann Teachers Program • School Council funds for teacher projects
MICHIGAN		• $2.7 million for staff development - legislative initiative (B) - $25/staff member allocated to districts - for locally-identified needs such as upgrading teaching skills - districts submit 3-year plan to use funds - governed by a policy board composed mainly of teachers • 1985 State Aid Bill (A) expands on professional development - additional $2 million for teacher development - allocated to districts through proposals - money to districts awarded on competitive basis	• Expanded teacher of the year program
MINNESOTA		• Technology Demonstration Sites - for teacher and curriculum development and inservice - provides alternative ways of (cont. next page)	• Legislation (B) allows local school districts to allocate a portion of their foundation aid for recognition of exemplary (cont. next page)

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
MINNESOTA (cont.)		educating through the use of technology - $2.3 million allocated for 1986-87 - $5.7 million allocated in 1983 • Education Effectiveness Grants - 20 models for inservice based on school effectiveness research are being pilot tested - also includes a focus on local decision making, staff and curriculum development and community involvement - $1.8 million allocated in 1985 • Courseware Integration Centers - $710,000 allocated in 1985 for 4 regional centers where teachers can come to test and train on new software and courseware	teachers • Minnesota Board of Teaching (C) - by law, majority of members are teachers - holds authority to regulate teacher preparation and licensure
MISSISSIPPI	• Beginning teachers to be evaluated during their provisional year(s) - legislative initiative (Reform Act of 1982) • SBE considering performance evaluations of all teachers as part of "career plan" — see "Career Structures" column	• Local districts required to apply state guidelines for preparing a comprehensive plan of staff development for all staff (B) - to be implemented in 1985-86 school year • For provisional teachers, specific monies to be used to meet their needs (see "Internship" column)	• $10 million to fund reading aides in grades 1-3 (A) - evaluation underway of effectiveness of reading aides program • Teacher-of-the-Year awards • SBE recognizes outstanding students and/or teachers regularly at board meetings

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
MISSOURI	• SBE has developed standards to be used in performance-based evaluations • Performance-based evaluations will be part of new career ladder. (See "Career Structures" column)	• SEA provides technical assistance to LEAs to implement Instructional Management System - voluntary participation - purpose: to help teachers organize instruction based on effective schools research • Districts required to establish professional development committee made up of teachers selected by teachers. Committee will guide beginning teachers, assess faculty needs, develop inservice opportunities, etc. - legislative initiative (A)	• "Incentives for School Excellence" program - legislative initiative (A) - will award grants to schools, groups of teachers or individuals - may be used for teacher aides in grades K-3, extended contracts for teachers, instructional improvement projects, etc.
MONTANA		• Staff development is required and SEA allows 7 days per teacher per year • Minimum of 18 clock hours of inservice required	
NEBRASKA	• See "Career Structures" column • Legislation (B) requires evaluation of teachers every semester for first 3 years	• See "Career Structures" column	• Teacher-of-the-Year award (C) - stipend attached

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
NEVADA		• Inservice funds allocated to districts that engage IHEs in inservice programs	• $12 million was allocated for "school improvement programs" by the legislature for the biennium. The money can be used by school districts any way they wish, however, the legislature urged the districts to consider reducing class size in the early elementary grades (A) • Effective Schools Project, (B) State strategy includes: - on-site assistance to districts - principalship colloquiums - school self-analysis and planning
NEW HAMPSHIRE		• District development programs are designed and funded locally but are approved by the SEA	
NEW JERSEY	• Mandated in college field experiences and in alternate route training programs	• The Academy for the Advancement of Teaching and Management brings teachers and administrators from the same school together to apply good instructional practices in the classroom - 5-day session at academy - follow-up on-site observations in participants' classrooms	• Expanded Teacher-of-the-Year program • Governor's Teacher Grant Program • Commissioner's Symposium for Outstanding Teachers (cont. next page)

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
NEW JERSEY (cont.)			• Governor's Annual Award for Outstanding Teaching. One thousand dollars given to local district in the name of a teacher selected locally. The teacher determines how the funds will be spent
NEW MEXICO	• Staff Accountability Plan identified 6 teaching competencies and 63 indicators of effective teaching (B) • By July 1985, all local districts must have in place a staff accountability plan, including teacher evaluation and growth plan, that meets state guidelines - many districts are already implementing such plans	• Inservice required by SBE, some credits can be used for recertification • Staff Accountability Plan (B) requires local planning by July 1985 that includes the 6 competencies and plans staff development and growth	• Legislative initiative grants teachers immunity from lawsuits for reporting suspected child abuse (A)
NEW YORK	• Regents' Action Plan is a comprehensive 5-year reform plan which requires that school districts develop annual performance evaluations of teachers and administrators; passed by legislature (A)	• $6 million in 1985-86 allocated for teacher centers (B) - developed on competitive grant basis - teachers share ideas, receive training, etc. - governing board: majority must be teachers - mini-grants up to $1,000 to individual teachers	• $13 million to help 5 big-city districts reduce class sizes in grades 1, 2 and 3 - legislative initiative (A) • Also see "Staff Development" column

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
NORTH CAROLINA	• Beginning teachers evaluated during 2-year internship • Performance Appraisal System for all teachers (C). This is being strengthened through new Career Growth Plan.	• LEAs require inservice - SEA approves LEA inservice programs - some state aid provided	• Center for the Advancement of Teaching provides outstanding teachers the opportunity to study advanced science and humanities (B) • Business Commission on Mathematics and Science Education identifies outstanding teachers who receive awards and scholarships
NORTH DAKOTA		• No state guidelines for inservice programs • $350,000 to establish teacher centers (A) • Week-long program brings teachers and others together with business leaders to explore management, finance, etc. Business community provides 100 scholarships. Participants receive graduate credit applicable to recertification. (C)	
OHIO	• State minimum standards require that certificated staff be supervised and evaluated according to a planned sequence of observations and evaluation conference (B)	• SEA administers funds appropriated through legislature for Teacher Development Program to help teachers gain new skills, refine abilities, learn (cont. next page)	• Teachers are included in the Ohio SEA year-long study of teacher education and certification (A) (cont. next page)

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
OHIO (cont.)		new teaching methodologies - provides technical assistance for 95 programs within each of 4 regions of state • Excellence funds for math, science and written composition have been legislatively appropriated to include inservice programs for teachers • The Ohio Department of Education approves programs for continuing education units (CEU's). This is implemented for all administrator certificates as well as treasurers and business officials • CEU's are proposed in the revised standards for teachers	• State superintendent has a teacher advisory committee which meets to discuss program, issues, and concerns 3 times a year
OKLAHOMA	• Beginning teachers are evaluated by entry-year assistance committee as a condition of certification - legislative initiative (B) • Probationary teachers evaluated once a year as a condition of employment (C) (cont. next page)	• All teachers must receive 75 hours inservice every 5 years - legislative initiative (B) • LEA inservice programs are funded by state - legislative initiative (B) - local plans are approved by state (cont. next page)	

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
OKLAHOMA (cont.)	• Tenured teachers to be evaluated once a year, starting 1986-87 - legislative initiative (A) • Performance evaluations to be based on statewide minimum criteria developed by SDE - legislative initiative (A) • All administrators responsible for performance evaluation must receive training in how to conduct an evaluation from the SDE - legislative initiative (A)	• Each faculty member must have a staff development plan and participate in specific activities - legislative initiative (B)	
OREGON	• Teachers during their first 3 years are evaluated at least 2 times/year • Experienced teachers evaluated at least once every 2 years • Oregon Action Plan for Excellence, adopted by SBE, requires local districts improve performance evaluation systems for teachers and administrators. - 1985 legislature did not provide funding but did free up some existing funds	• Institutions of higher education and school districts work cooperatively to provide inservice programs • Inservice training can be required at local district discretion • No state approval required unless funded by state	• Teacher-of-the-Year Award program

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
PENNSYLVANIA	• Beginning in 1987, new teachers will be evaluated by seasoned educators	• LEA program must be approved by SEA to receive funding and to grant continuing education units, used for recertification • Staff development is required in mandated long-range plan for LEAs • Pennsylvania Executive Academy offers seminars to teachers • STEP program - SEA offering to selected teachers one semester (3 graduate credits) course in computer literacy at a state university - teachers completing the course are required to offer inservice to their fellow teachers	• Excellence in Teaching awards • Also see "Career Structures" column
RHODE ISLAND		• Activity mainly at local level • SEA technical assistance available to districts • Governor's Technology in Education Initiative (B) funded district purchases of computers and teacher training to use them. - as of May 1985, 4,800	• Distinguished Achievement Award Program • Teacher of the Year

(cont. next page)

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
RHODE ISLAND (cont.)		teachers trained - $4 million total funding • The Rhode Island Staff Institute was established in 1985 - initial funding of $80,000 - to provide financial support for locally developed inservice training programs which address local needs, state priorities, or federal guidelines - will include an additional $80,000 of categorical funding	
SOUTH CAROLINA	• Beginning teachers evaluated 3 times per year (B) • Second- and third-year teachers must be evaluated 2 times/year (B) • All teachers to be evaluated no less than every 3 years - legislative initiative (B)	• $10/teacher/year for inservice which is developed locally. SEA provides TA. • Legislation (B) requires inservice to be available in each school district by 1986-87 on effective schools research; funding for this of $1.25 million • Legislation (A) allocated $2.7 million for tuition reimbursement to provide public college tuition rate for 3 credits every other year for educators in their specialty fields.	• Competitive grants to teachers to improve practices and inservice programs - legislation (B)

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
SOUTH DAKOTA	• First- and second-year teachers must be evaluated every semester - legislation (B) • All teachers must be evaluated annually - legislation (B) • All districts must have evaluation policy - legislation (B)	• 15 clock hours inservice required each year - cooperatively funded through SEA and school districts • Legislation (A) appropriated $3.25 million for staff development - individual teachers allocated $375/teacher for 5 days' inservice prior to opening of school	• Teacher-of-the-Year
TENNESSEE	• See "Career Structures" column	• Every district is encouraged to use Career Ladder Staff Development Program approved by SBE (or use the state-developed Tennessee Instructional Model) • LEA's were required in 1984-85 to offer staff development during fast-track period (see "Career Structures" column)	• Duty-free lunch hours - $1.8 million to hire lunch monitors - legislative initiative (A)
TEXAS	• See "Career Structures" column	• 8 days' inservice mandated. Schools must submit inservice plan to SEA	• The 1985 legislature passed a resolution calling on SBE to find ways to reduce teachers' workload • 1985 legislature passed a bill giving teachers 30-minute lunch period away from students

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
UTAH	• Because of the career ladder plan, most districts have revised their performance evaluation practices	• Teachers promoted on the career ladder sometimes assist new teachers, or conduct staff development workshops	
VERMONT		• LEAs work with the SEA to provide continuing inservice activities for teachers - a state Inservice Institute helps Leas design programs to meet district needs and goals • Legislation (A) provided $50,000 for teacher inservice grants	
VIRGINIA	• Pay-for-performance pilots in 6 districts are being evaluated	• School divisions are required under Standards of Quality to have a plan of professional development for teachers • 7 regional professional development councils in state - made up of representatives from IHE's and each school division within that region • Purpose of staff development and councils is to identify needs and resources and delivery of services.	• Increased the number of instructional staff per 1,000 pupils from 55 to 57 • In one high school, special state funding is being used for experimental/research-based schoolwide reform. The goal is to identify exemplary programs for other schools to adopt.

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
WASHINGTON	• $500,000 appropriated to develop, field test and pilot teacher evaluation models - legislative initiative (A)	• Regional service units assist LEAs in the provision of inservice training • Training program for administrators who evaluate teachers - legislative initiative (A) - $512,000 appropriated • Training program for teachers who do poorly in evaluations - legislative initiative (A) - $1 million appropriated	• Smaller class size in grades K-3 - legislative initiative (A) - $12 million appropriated • Pilots for school based management program to involve teachers, etc. in improvements - legislative initiative (A) - $500,000 appropriated • Employee service and recognition awards - non-monetary - for certificated staff - legislative initiative (A)
WEST VIRGINIA	• SBE policy (A) requires local districts to develop employee evaluation plans - effective 1985-86 school year - plans must be approved by SEA - minimum of 2 formal written evaluations per year for probationary employees - minimum of 1 formal written evaluation for continuing contract employees - plan to be written for teachers for areas which need improvement	• SBE designates 3 instructional days per year for staff development - must be based on district needs - must be approved by SEA - district committee oversees • Funds allocated to retool and upgrade skills of teachers employed under emergency credentials	• Minigrants, averaging $300 each, offered on a competitive basis to encourage teachers to explore new techniques and develop innovative approaches to teaching (from West Virginia Education Fund, Inc.)

INSERVICE—PART 2

	PERFORMANCE EVALUATIONS	STAFF DEVELOPMENT	TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS
WISCONSIN	• Evaluation in writing of performance of all certificated personnel for pilot programs - legislative and SEA initiative (A) - (see "Career Structures" column)	• Districts must have a written inservice policy • Approved inservice can be used for certificate renewal	• $1,000 awards to 4 teachers of the year and 3 principals of the year
WYOMING		• LEAs file inservice plans, based on local need, with the SEA • SEA provides technical assistance • All new and veteran teachers must acquire 2 credit hours in each of 3 fields - special education - reading - human relations (C) • SEA establishing resource bank for speakers and materials	

Appendixes

APPENDIX A

SOURCE DOCUMENTS

The following documents were used for the original compilation of state profiles.

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APPENDIX B

VERIFICATION OF SURVEY

List of ECS Steering Committee Members or Commissioners (or their designated aides) Who Reviewed the Profiles for Each State

Dr. Linda C. Wilson
Executive Assistant to the Chancellor
Alabama

Mr. Harold Raynolds
Commissioner of Education
Alaska

Honorable William J. De Long
State Senator
Arizona

Mr. Don Ernst
Staff Liaison for Education
Arkansas

Mrs. Maxine Frost
Member, Riverside School Board
California

Dr. Calvin Frazier
Commissioner of Education
Colorado

Dr. Norma Foreman Glasgow
Commissioner, Board of Governors
Connecticut

Dr. William B. Keene
Superintendent of Public Instruction
Delaware

Honorable Marion S. Barry
Mayor
District of Columbia

Dr. Charles B. Reed
Chancellor, State University System
Florida

Mr. William M. Tomlinson
Executive Assistant to the Governor
Georgia

Dr. John A. Thompson
Chairman and Professor, University
of Hawaii, College of Education
Hawaii

Mr. Gene Peterson
Financial Management Analyst, Senior
Office of the Governor
Idaho

Honorable Gene L. Hoffman
State Representative
Illinois

Ms. Nancy DiLaura
Special Assistant for Education
Office of the Governor
Indiana

Dr. Robert D. Benton
Superintendent of Public Instruction
Iowa

Honorable Denise C. Apt
State Representative
Kansas

Mr. Larry M. Hayes
Secretary of the Governor's Cabinet
Kentucky

Honorable Allen Bares
State Senator
Louisiana

Dr. Robert Boose
Commissioner of Education
Maine

Honorable Howard "Pete" Rawlings
House of Delegates
Maryland

Honorable Gerard D'Amico
State Senator
Massachusetts

Honorable Dan L. DeGrow
State Senator
Michigan

Ms. Lani Kawamura
Deputy Director, State Planning
Minnesota

Dr. Richard Boyd
Superintendent of Education
Mississippi

Honorable Annette Morgan
State Representative
Missouri

J. Michael Pichette
Administrative Assistant
Office of the Governor
Montana

Stan Sibley
Policy Research Office
Nebraska

Karen M. Galatz
Executive Aide/News Secretary
Office of the Governor
Nevada

Honorable Vance R. Kelly
Secretary of Labor
New Hampshire

Dr. Richard Mills
Special Assistant to the Governor
New Jersey

Dr. Luciano R. Baca
Director, Office of Education
New Mexico

Dr. Gordon Ambach
Commissioner of Education
New York

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North Dakota

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Ohio

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Oklahoma

Honorable Clifford Trow
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Dr. Eleanor McMahon
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Dr. Terry Peterson
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South Carolina

Dr. James O. Hansen
Secretary for Education
 and Cultural Affairs
South Dakota

Dr. Robert L. McElrath
Commissioner of Education
Tennessee

Honorable Wilhelmina Delco
State Representative
Texas

Dr. Daryl J. McCarty
Associate Superintendent
Utah

Honorable Jane Gardner
State Senator
Vermont

Donald J. Finley
Secretary of Education
Virginia

Laird Harris
Assistant for Education
Office of the Governor
Washington

Dr. John Pisapia
Assistant Superintendent
West Virginia

Dr. Herbert J. Grover
Superintendent of Public Instruction
Wisconsin

Ms. Lynn O. Simons
Superintendent of Public Instruction
Wyoming

APPENDIX C

OVERVIEW OF SURVEY INFORMATION

The overview which follows lists the types of "generic" information sought for each subcategory. It is important to note that not all states had policies in every subcategory.

PRESERVICE

FINANCIAL AID TO PROSPECTIVE TEACHERS

- Subjects covered
- Available to: prospective teachers (undergraduate or graduate), existing teachers
- Type (loan, scholarship)
- Eligibility requirements (GPA, testing, etc.)
- Amount (per year per student)
- Amount (total allocated)
- Forgiveness and/or repayment stipulations
- Time period (begin and end) when loans available

ENTRANCE REQUIREMENTS FOR TEACHER TRAINING

- Minimum GPA (list score)
- Testing (type, when administered)
- Screening interviews or student counseling

REQUIRED PRESERVICE EXPERIENCES

- Course work (demonstration of competencies)
- In-the-field classroom observations
- Student teaching (length, etc.)

Note: Bullets refer to items looked for during the survey.

For each column's information, the time period when a policy was enacted or changed was included when possible, using three designations: (A) since January 1985; (B) in last 3 years; or (C) in last 4-10 years. Also noted was who made changes, e.g., legislature, SBE, etc.

INDUCTION

GRADUATION/ INITIAL CERTIFICATION REQUIREMENTS

- Maintenance of minimum GPA (list score)
- Testing (type, when administered)
- Type and length of certificate

INTERNSHIP PERIOD

- Length of probationary period
- Special initial certificate issued
- Monitoring of performance
- Assistance to overcome deficiencies
- Demonstration of competencies

RESPONSIBILITY OF HIGHER EDUCATION INSTITUTION

- Guarantee of its graduates
- Monitor, or act as mentor of, its beginning teachers
- Cooperative arrangements with districts or schools

ALTERNATE ROUTES TO TEACHING AND CERTIFICATION

- Type of degree required
- Any additional course work required
- On-the-job supervision and/or evaluation
- Requirements to earn a certificate
- A move to limit number of emergency certificates
- Program for those already teaching to change fields

For each column's information, the time period when a policy was enacted or changed was included when possible, using three designations: (A) since January 1985; (B) in last 3 years; or (C) in last 4-10 years. Also noted was who made changes, e.g., legislature, SBE, etc.

INSERVICE—PART I

GENERAL SALARIES

- Minimums set (amounts)
- Across-the-board increases (amounts)
- Beginning salaries increased (amounts)

RENEWAL OF CERTIFICATE OR ADVANCED CERTIFICATE

- Lifetime certificates (if available)
- Requirements to renew a certificate
- Requirements for advanced certificate(s)

CAREER STRUCTURES

- Steps or designations in the structure
- Qualifications and duties at each step
- Salary increases attached to steps

For each column's information, the time period when a policy was enacted or changed was included when possible, using three designations: (A) since January 1985; (B) in last 3 years; or (C) in last 4-10 years. Also noted was who made changes, e.g., legislature, SBE, etc.

INSERVICE —PART 2

PERFORMANCE EVALUATIONS

- Purpose of evaluations
- For all or some teachers
- Training for evaluators
- Statewide or locally-developed criteria

STAFF DEVELOPMENT

- Tied to evaluations
- Tailored to individual needs
- State role
- Grants to schools/districts to develop inservices
- Financial aid to teachers for further study

TEACHER RECOGNITION PROGRAMS/ OTHER IMPROVEMENTS

- Mini-grants
- Awards
- Ceremonies
- Working conditions

For each column's information, the time period when a policy was enacted or changed was included when possible, using three designations: (A) since January 1985; (B) in last 3 years; or (C) in last 4-10 years. Also noted was who made changes, e.g., legislature, SBE, etc.

APPENDIX D

GLOSSARY OF ACRONYMS USED IN SURVEY

ACT:	American College Testing Program
CBEST:	California Basic Educational Skills Test
GPA:	Grade Point Average
IHE:	Institution of Higher Education
LEA:	Local Education Agency (district offices)
NASDTEC:	National Association of State Directors of Teacher Education and Certification
NCATE:	National Council for Accreditation of Teacher Education
NTE:	National Teachers Examination
P-PST:	Pre-Professional Skills Test (part of NTE)
SAT:	Scholastic Aptitude Test
SBE:	State Board of Education
SDE:	State Department of Education (also referred to as SEA)
SEA:	State Education Agency (also referred to as SDE)

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